



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

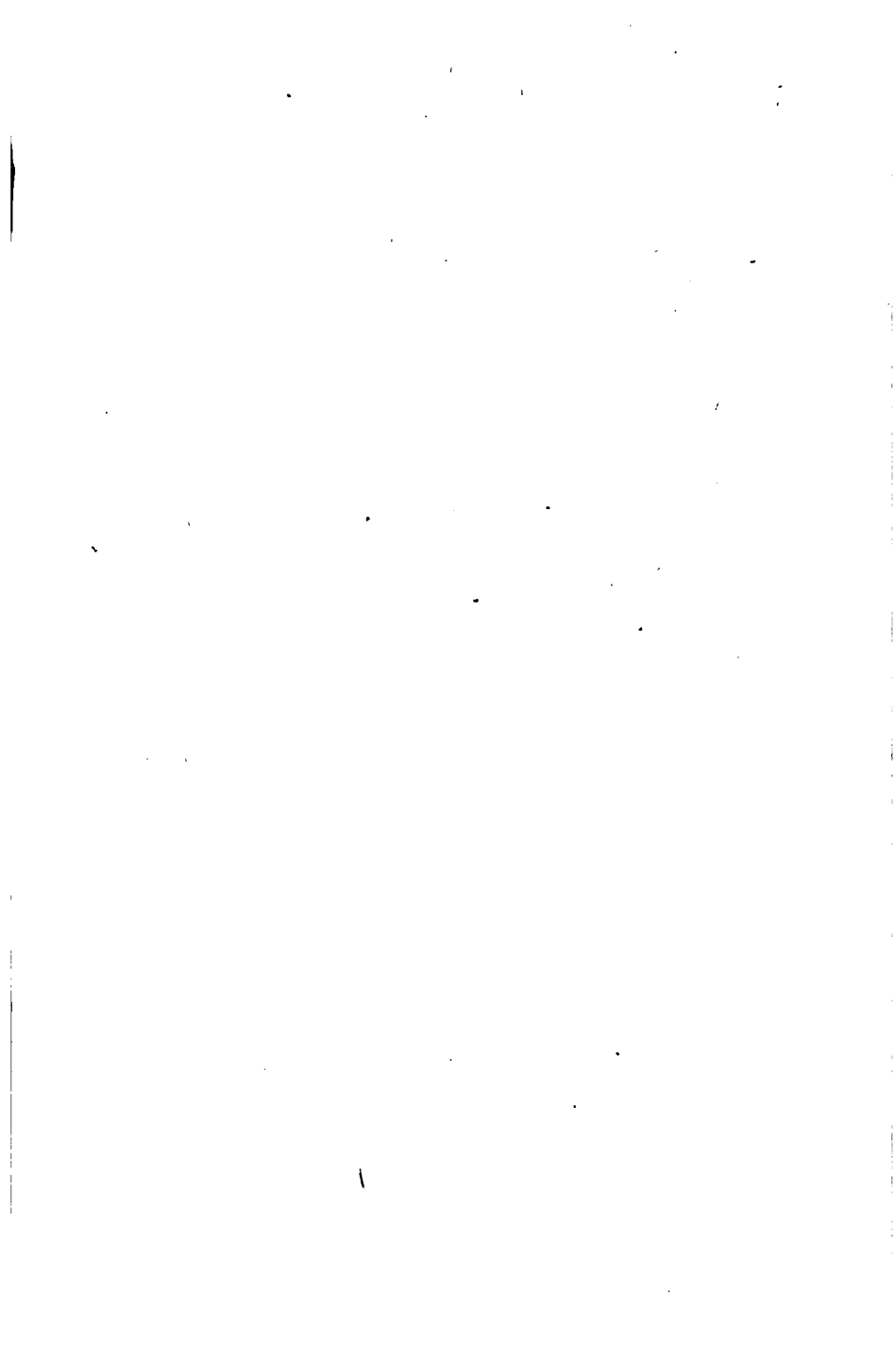
Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

HARVARD UNIVERSITY



**LIBRARY OF THE
GRADUATE SCHOOL
OF EDUCATION**

Shelf 8



TRAINING THE BOY



THE MACMILLAN COMPANY

NEW YORK • BOSTON • CHICAGO
DALLAS • SAN FRANCISCO

MACMILLAN & CO., LIMITED

LONDON • BOMBAY • CALCUTTA
MELBOURNE

THE MACMILLAN CO. OF CANADA, Ltd.

TORONTO

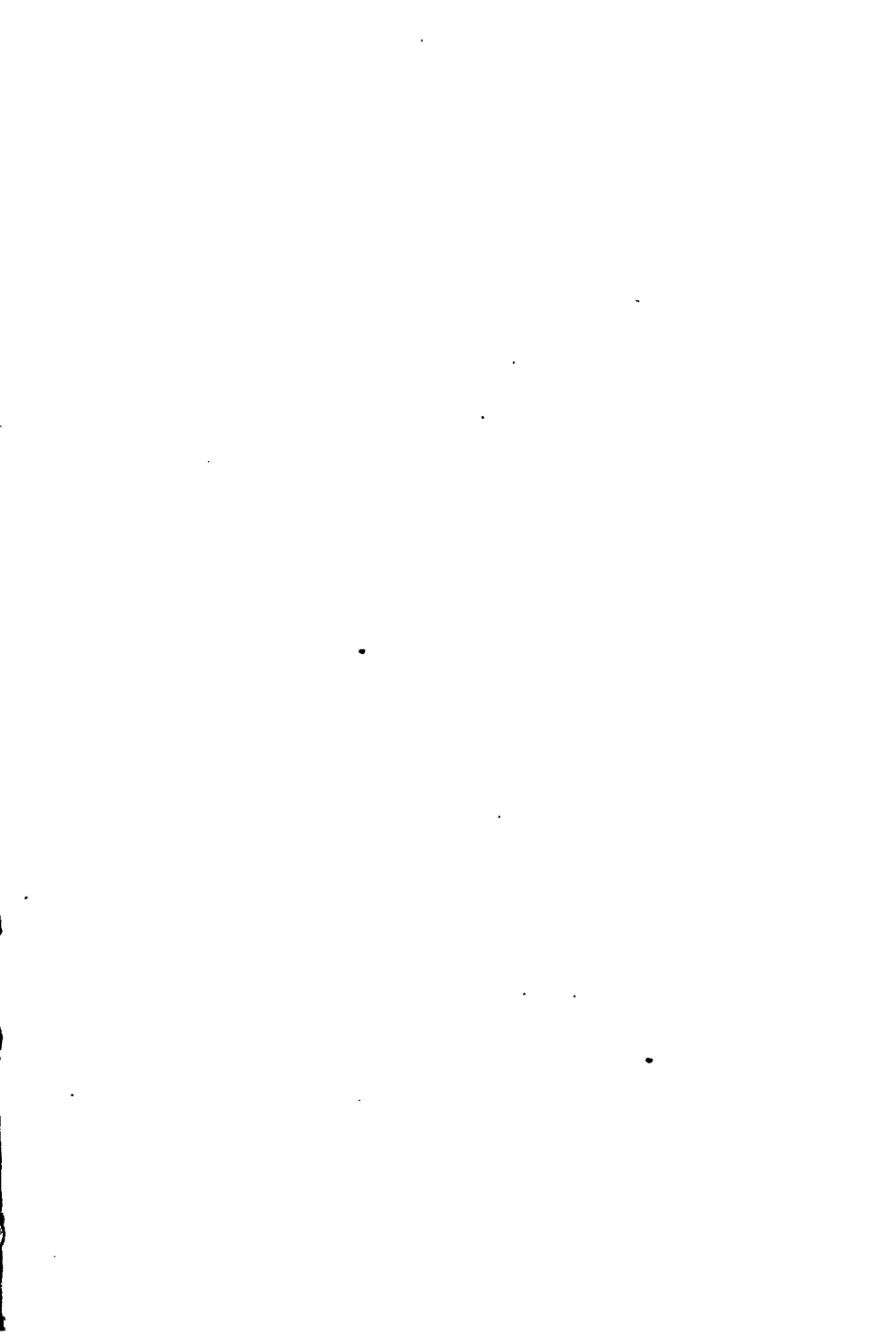




FIG. 1. — Play and industry begin as one and the same thing.

PLATE I.

TRAINING THE BOY

BY

WILLIAM A. McKEEVER

PROFESSOR OF PHILOSOPHY, KANSAS STATE AGRICULTURAL
COLLEGE; AUTHOR OF "FARM BOYS AND GIRLS"

ILLUSTRATED

New York
THE MACMILLAN COMPANY
1913

All rights reserved

~~REPRODUCED FROM~~
~~REPRODUCED FROM~~
~~REPRODUCED FROM~~

HQ 797

.M2

copy 2

~~REPRODUCED FROM~~
~~REPRODUCED FROM~~

LIBRARY OF THE
GRADUATE SCHOOL OF EDUCATION
1932

HARVARD UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
MONROE C. GUTMAN LIBRARY

COPYRIGHT, 1918,
BY THE MACMILLAN COMPANY.

Set up and electrotyped. Published February, 1913. Reprinted
June, October, 1913.

Norwood Press
J. S. Cushing Co. — Berwick & Smith Co.
Norwood, Mass., U.S.A.

To

MY THIRD SON

FERGUS SUNSHINE McKEEVER

A PLAIN, ORDINARY YOUNG AMERICAN

MAY HE REALIZE IN HIS LIFE THE

SPLENDID LATENT POSSIBILITIES

COMMON TO ALL SUCH BOYS

PREFACE

I HAVE a profound faith in the common boy — and that means practically all the boys, for there are few natural-born blockheads. But the common boy has within his being at infancy all the latent possibilities of intellect, of morals, of spirituality, necessary for developing him into a citizen of great worth. A noble citizenship does not call for brilliancy in men so much as it calls for honest self-support, cleanness of the daily life, courageous action in the face of trying circumstances, cordial sympathy and helpfulness in all dealings with others, and a sane disposition toward the Ruler of All Life. And all these may be wrought into the character of the ordinary boy — provided we begin his training in time and deal with him intelligently throughout his growing years.

The motto of this book may be expressed in these words: *Train the whole boy and not merely a part of him.* As I view the matter, parents and other boy trainers too often fail to appreciate the significance of a full program of education as against a partial one. Too many are looking to the public school alone to give their boys an adequate course, and are blaming the teachers for shortcomings rightly attributable to themselves. With all its imperfections, the public school is tenfold more efficient in doing its part of the boy training than is the average home. Its chief source of weakness is lack of substantial coöperation on the part of the home, the church, and the other institutions which should furnish an important part of the education of the young.

So, in writing this book, it has been my purpose to attempt to sketch a practical plan for rounding out the

whole boy, and to place the emphasis upon all rather than some of the forces necessary for such complete training. While the term "parent" is used in nearly all instances where reference is made to the boy trainer, the methods advocated should apply equally well in the hands of any others who may be undertaking the discipline, the guidance, or the leadership of youth.

The greatest means of salvation to-day, next to the power of Divinity, is that of building character through sane and scientific training from early infancy to full maturity. Therefore, I am especially interested in a campaign of education. All must know precisely how a good life grows to be what it is, and how an evil life grows to be what it is. Ignorance of the psychology of child development is one of our greatest shortcomings. For example, why does a certain state appropriate \$200,000 to be used in fighting a fruit-tree blight while at the same time the cigarette blight is withering up 200,000 of the boys in the same state? Ignorance of boy life is the answer. Remove this ignorance and the blighted boys will get a million dollars.

I am greatly indebted to many persons throughout the United States and abroad, who have so freely offered printed materials and illustrations for use in preparing this book. In selecting the illustrations I have chosen only the pictures of boys who are achieving something worth while, or who represent some good purpose.

Acknowledgments are due to my colleague, Professor J. W. Searson, for valuable assistance in correcting the manuscript; and to my wife, who is a source of inspiration and help to me in all of my important undertakings.

Finally, if this book merits the same cordial reception in behalf of the city boy as has been given my "Farm Boys and Girls" in behalf of the country boy, I shall be most happy for having written it.

WILLIAM A. McKEEVER.

CONTENTS

PART ONE

INDUSTRIAL TRAINING

CHAPTER	PAGE
I. THE PRE-SCHOOL DEVELOPMENT	3
Industrialism the Basis	4
Cultural Aspect of Industry	5
Obedience a Prerequisite	5
The Pre-school Development	8
The Montessori Method	9
A Commendable Method	9
Furnish Light Tasks	10
Something Constructive to Do	11
What of the Kindergarten?	12
Trying out the Boys	13
II. THE PUBLIC SCHOOL AND ADJUSTMENT	15
The First-day Inventory	15
Respect for School Work	16
The Honor of Labor	17
Regular Attendance	17
Come into Touch with the School	18
Follow the Course Impartially	19
Back to First Things	20
The After-school Training	21
Boys may do House Work	22
III. VACATION EMPLOYMENT	25
No Solution in Sight	25
Keep the Boy at Home	26
A Varied Program	27

CHAPTER	PAGE
Working on the Farm	28
Herding Cows	30
Making Garden	31
Directions and Incentives	32
Live-stock Raising	33
Work as Culture	35
Carrying Papers	36
IV. VACATION EMPLOYMENT — <i>Continued</i>	40
Caring for Lawns	40
Delivering Goods	41
The Messenger Service	43
The Hotel Boy	44
Office Boy	46
Theater Employment	47
Keeping a Refreshment Stand	49
Avoid the Sweat Shops	50
V. SERIOUS INDUSTRIAL EMPLOYMENT	53
Regular Wage Employment	53
Astonishing Ignorance	55
A Public School Function	56
Encouraging the Boy	59
Vocational Advice to Follow	61
VI. SENDING THE YOUTH TO COLLEGE	63
Immaturity of Age and Experience	63
Mutual Confidence between Parents and Son	64
Avoiding an Unsuitable Lodging Place	65
Too Much Money or Too Little	67
Evil Associations	69
Vicious Habits	70

PART TWO

SOCIAL TRAINING

VII. PLAY AND PLAYTHINGS	75
What the Child Play Means	77
What Can be Done?	77

Contents

xi

CHAPTER	PAGE
The Swings	78
The Sand Box	79
The Teeter Board	80
The Sliding Board	80
The Wire Trolley	81
Blocks and Mortar	82
The Toy Wagon	83
The Playhouse	84
VIII. PLAY AND PLAYTHINGS — <i>Continued</i>	87
The Tricycle	87
The Bicycle	88
Sleds and Skates	89
Kites and Balloons	90
The Baseball and Accessories	91
Pets and Animals	92
Training the Neighbor Boys	93
Playground Training	95
How to Start the Boy	96
The Distinctive Meaning of the Playground	97
IX. JUVENILE RECREATION	99
Sociability not Overlooked	100
The Baseball Game	100
Making Good Use of the Ball Game	102
Field Day Exercises	103
The Circus	104
The Boy at the Theater	105
The Picture Shows	107
The Toledo Newsboys	109
X. BOY SCOUTS AND THE CALL OF THE WILD	111
The Boy Scouts the Answer	112
Camping Out	113
Swimming and Boating	115
Hunting and Fishing	116
A Week in the Country	117
Fairs and Expositions	119
A Trip to the Mountains or Seaside	121

CHAPTER	PAGE
XI. SOCIAL EXPERIENCES	125
Home Sociability	126
Children should be Heard	127
Using the Library	128
The Home Library	130
Giving the Boy a Party	131
Sending the Boy to the Party	133
The Youth's Social Affair	133
Going with the Girls	135
More Light on the Girl Question	136
The Automobile a Menace	137
The Social Dance	138
Intoxication of the Dance	139
The Public Dance	140
The Folk Dance	141
A Concluding Appeal	143

PART THREE

HABIT TRAINING

XII. LAYING A SURE FOUNDATION	147
Much depends upon Muscle	147
Teaching Obedience	148
Play and Habit	150
Where Work comes In	153
Staying in at Night	153
The Eating Habit	154
The Drinking Habit	156
The Tea and Coffee Habit	158
Playing Fair with the Boy	159
Some One Else Must Build	160
XIII. FIGHTING THE TOBACCO HABIT	163
How Tobacco Hurts the Boy	164
The Power of Example	165
Methods of Prevention	166
A Mother's Plea	170
How a Smoker Got a Home	171

Contents

xiii

CHAPTER	PAGE
Some Evidence for the Boy	173
Smoking as a Handicap	175
Methods of Cure	176
 XIV. FIGHTING THE LIQUOR HABIT	 180
Methods of Prevention	180
Methods of Cure	183
Prohibition in Kansas	187
Tobacco, Alcohol, and Opium	189
Work for Boy-protecting Legislation	190
Secure Temperance through Literature	190
Effects of Alcohol on the Brain	191
Baseball Players must be Sober	192
Keep Drugs from Children	192
Beware of Alcoholic Medicines	193
Other Significant Facts	193
 XV. COMBATING THE SEX EVIL	 196
The Universal Awakening	196
A Problem for Parents	198
The Awakening of the Instincts	199
The Race Inherently Sound	200
The Dual Standard must be Abandoned	201
Avoid Precocious Development	202
Study the Sex Question	203
Methods with Pre-adolescent Boys	204
Methods with Adolescent Boys	209

PART FOUR

VOCATIONAL TRAINING

XVI. THE NEW VOCATIONAL IDEAL	216
Only the Genius is Certain	216
Bring out the Whole Boy	217
Wrecks along the Way	218
Fundamental Forms of Training	219
The High Aims of Achievement	223

CHAPTER	PAGE
XVII. METHODS OF VOCATIONAL GUIDANCE	227
Honest Service from the First	227
Keep the Ideal in Mind	228
A Temporary Choice	229
The Indifferent Age	230
✓ Go to the Living Fountain	232
Some Will Choose Late	233
Earning and Saving	235
Teaching the Boy to Save	237
How a Father Taught Thrift	238
Teach the Boy Banking	240
Borrowing the Boy's Money	242
Is the Boy's Business Fictitious?	243
Boys May Pay for their Schooling	244
Working One's Way through College	246
The Young Men's Christian Association will Help	247
XVIII. VOCATIONAL TRAINING SCHOOL FOR BOYS	250
A Voluntary Work for Parents	250
Choosing a School for the Boy	252
What of the Public Schools	253
Prepare the Way for Progress	254
What Boston is Doing for Boys	255
The Commercial Course	257
Advantages of the College	259
Strive for a Fundamental Education	260
Patronize the Evening Trade School	261
Some Trade Schools are Admirable	262
Apprenticeship Schools are Helpful	263
Give the Boy Part Time in School	264
Schooling the Boy by Mail	265
Help through the College Extension	267
Send to the Agricultural Colleges	269
XIX. GETTING STARTED IN BUSINESS	270
Saving the First \$1000	270
Choosing the Right Business	272
Talking over Father's Business	273
Wild Oats in Business	274
A Temporary Business	275
School Teaching as Business Training	276

Contents

XV

CHAPTER

PAGE

Investing the Savings	277
No Room for a List	279
Begin at the Bottom	280
The Happy Mean in Saving	280
First be a Good Servant	282
Matrimony as a Business Venture	285

PART FIVE

SERVICE TRAINING

XX.	THE PREPARATION FOR CITIZENSHIP	291
	A Better Course in Civics Needed	291
	What is Organized Society?	292
	The First Lessons of Obedience	293
	The Boy and the Policeman	294
	The First Conceptions of Government	295
	Starting with the School	297
	The Parent-Teacher Association	298
	The Larger Civic Duties	299
	The Sacredness of the Franchise	301
	Young Men can be taught to Vote	302
	Politics Every Good Man's Business	304
XXI.	THE PREPARATION FOR SOCIAL SERVICE	308
	Unfolding the Social Sympathies	308
	How to give the Instruction	309
	Working for the General Well-being	310
	Forms of Social Service	311
	Deeds of Altruism	312
	Social Sympathy solves Labor Troubles	315
	Working for the General Welfare	317
XXII.	PREPARATION FOR HOME LIFE	321
	What is the Model Home?	321
	Boys will Quarrel and Fight	323
	Make the Boy Play his Part	326
	The Beginnings of Deference to Women	329
	The Youth and his Sister	330

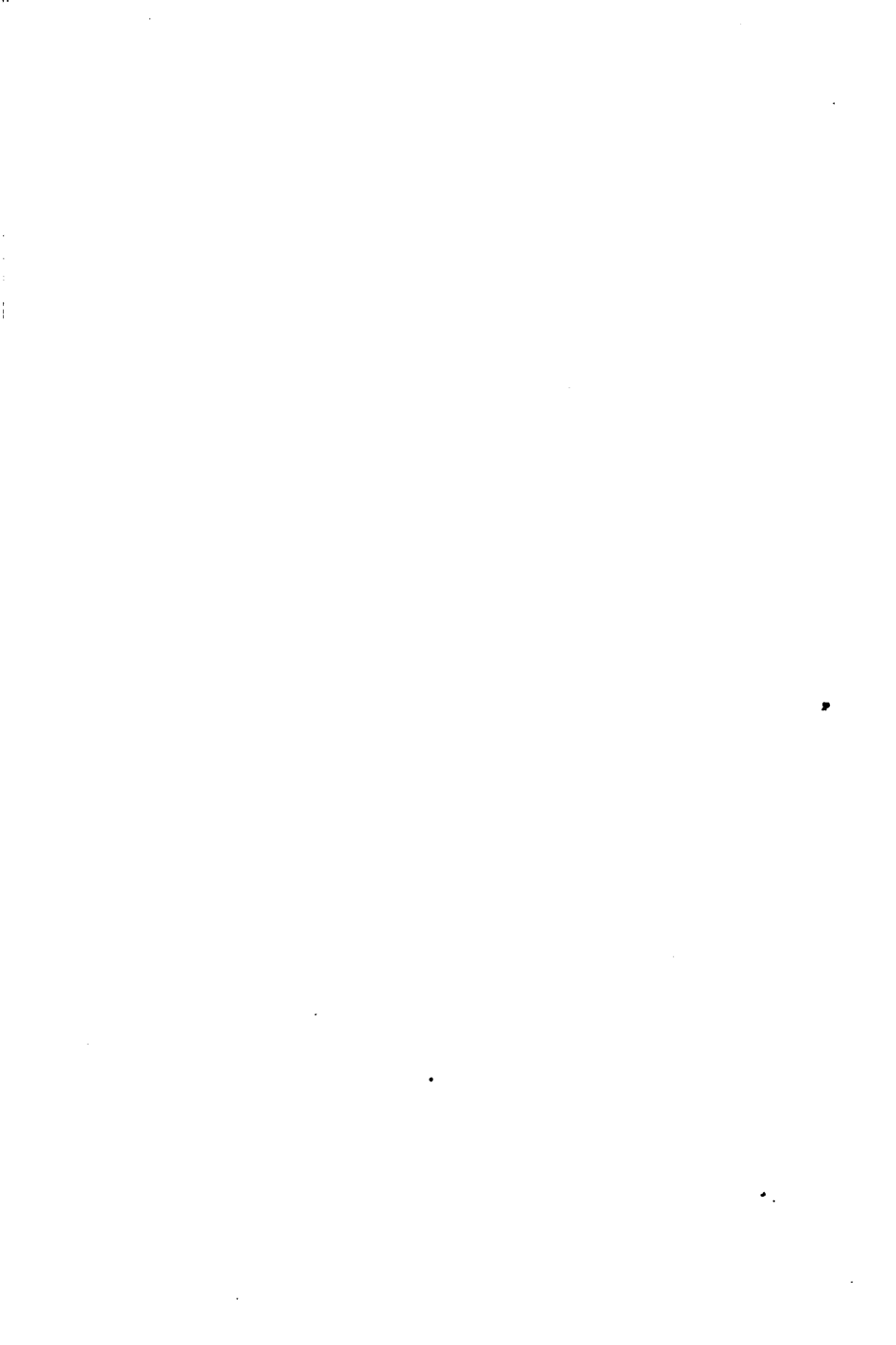
CHAPTER	PAGE
XXIII. PREPARATION FOR MARRIAGE AND PARENTHOOD . . .	334
Love Will Find a Way	335
How Instruct Young Men for Marriage	336
Physical Qualities	337
Mental Qualities	339
Social Qualities	340
Domestic Qualities	341
The Sacredness of Parenthood	342
Responsibilities of Parenthood	343
Psychology as an Aid	344
Other Helpful Subjects	345
A Summary	346
 XXIV. PREPARATION FOR THE RELIGIOUS LIFE	 348
All the Race instinctively Religious	348
Pre-adolescent Boys not Religious	349
The Real Religious Awakening	350
Guiding the Youth Religiously	352
Help from the Young Men's Christian Association	353
Much Attention to Athletics	354
Uniting with a Religious Body	355
Some Religious Work Necessary	357
The Boy Scout Movement Helpful	358
Further Religious Appointments	359
Mixing Religion and Business	360
Constructive Christian Leadership	360

INDEX TO ILLUSTRATIONS

Plate I, Figure 1: Play and Industry One . . .	<i>Frontispiece</i>
	<small>PACING PAGE</small>
Plate II, Figure 2: Children Playing on Rug . . .	8
Plate III, Figure 3: Boys Delivering Milk . . .	18
Plate IV, Figure 4: Boys Riding Bicycles . . .	32
Plate V, Figure 5: Carrying Papers . . .	46
Plate VI, Figure 6: Boy in Flower Garden . . .	56
Plate VII, Figure 7: Boys Working in Garden . . .	60
Plate VIII, Figure 8: Wireless Telegraph Boy . . .	68
Plate IX, Figure 9: Boy with Wheelbarrow . . .	80
Plate IX, Figure 10: "Batter Up" . . .	80
Plate X, Figure 11: Boy in Tree . . .	96
Plate XI, Figure 12: Elephant Parade . . .	104
Plate XI, Figure 13: Elephant and Cart . . .	104
Plate XII, Figure 14: Boy Scouts Lunching . . .	114
Plate XIII, Figure 15: Boy Scouts Marching . . .	122
Plate XIV, Figure 16: Hallowe'en . . .	132
Plate XV, Figure 17: Social Center Building . . .	140
Plate XV, Figure 18: Outdoor Recreation . . .	140
Plate XVI, Figure 19: Ponies and Cart . . .	150
Plate XVII, Figure 20: "A Gang of Toughs" . . .	168
Plate XVIII, Figure 21: Record of Heart Action . . .	174
Plate XIX, Figure 22: Physical Test of Smokers . . .	175
Plate XX, Figure 23: Boy Club Meeting . . .	184
Plate XXI, Figure 24: Effects of Alcohol . . .	191
Plate XXII, Figure 25: Boy Wading . . .	200
Plate XXXIII, Figure 26: Football Game . . .	220
Plate XXIV, Figure 27: Boy Gardeners with their Dis- plays . . .	230

	FACING PAGE
Plate XXV, Figure 28: Young Stonecutters . . .	242
Plate XXVI, Figure 29: Building a Bank . . .	252
Plate XXVII, Figure 30: Sign Painting . . .	262
Plate XXVIII, Figure 31: A Picnic Line-up . . .	274
Plate XXIX, Figure 32: Young Factory Worker . . .	294
Plate XXIX, Figure 33: "The Baby Doffer" . . .	294
Plate XXX, Figure 34: Boy and Dog . . .	302
Plate XXX, Figure 35: Boy Musician . . .	302
Plate XXXI, Figure 36: Calisthenic Drill . . .	314
Plate XXXII, Figure 37: Camping Out . . .	326
Plate XXXIII, Figure 38: Boys with Potato Basket . . .	342
Plate XXXIV, Figure 39: Junior Athletes . . .	350
Plate XXXV, Figure 40: Toledo Newsboys . . .	358

PART ONE
INDUSTRIAL TRAINING



TRAINING THE BOY

CHAPTER I

THE PRE-SCHOOL DEVELOPMENT

THE head of a big mercantile establishment, who was likewise a man of many affairs, and the father of four growing children, sat in a group with a bank president, a newspaper man, and a college instructor. "I once believed that business success would be the all-absorbing problem of my life," said the banker, "but now I look at the matter differently. The chief concern of any father is, or should be, that of making respectable and useful citizens out of his children. Of course business success is a means to this end."

Was this business man right? Should parents regard success in business as a necessary but subordinate affair, which at its best must contribute its results toward the building up of good lives in their children? Beyond a doubt the civilized world is slowly coming to the acceptance of this position. Land and merchandise stock and money, constitute a certain kind of wealth, but they are best measured in terms of service to human life. Every year an increasing number of captains of wealth are tiring of mere big business as a life pursuit, and are seeking places for the profitable investment of their money in human welfare. More than 50 per cent of the millions of dollars contributed during the past year to charity and other forms of the public good went directly to the support of the agencies for saving and training the young. In a

sense, the many privately-donated child-saving institutions throughout the country imply a general failure of parenthood and of the home training attempted by parents.

INDUSTRIALISM THE BASIS

This is an age of industry. Labor is the first agency in the creation of all the material wealth of the world. "The men who go downtown from six to eight in the morning make things," said a shrewd metropolitan business man. "We who go down during the next two hours put in all of our efforts trying to take things away from one another." How true indeed is the first part of the foregoing statement. Then, why not make creative or productive ability a fundamental test of character?

But there is coming a gradual change in respect to the situation. Labor is becoming yearly more dignified. The hours of work are being shortened. The masses of those who work are being allowed time and opportunity for recreation and self-improvement. The various states and the national governments are leagued together in a great movement which is destined to bring about a slow reconstruction of society with intelligent industry as its foundation. Compulsory educational laws are beginning to reach every child and to require continued attendance at school for a period of seven or eight school years. Far-seeing child labor laws are likewise reaching the masses and forbidding the employment of any growing boy or girl in the profit-sharing industries. The typical workman of the next generation gives promise of being a man of substantial culture and of general interest in human affairs. From the ranks of the coming industrial class, the rulers, the statesmen, and all the other persons of high official capacity are destined to be drawn. Is there a thoughtful parent in the country who will be so neglectful of his duty

as to permit his own son to grow up without any substantial industrial training?

CULTURAL ASPECT OF INDUSTRY

The ordinary serious-minded parent will naturally ask himself how he can best bring his own growing child into vital relation to the new cultural industry. How can he train his boy to work at tasks suited to the boy's years and strength? How can he make his young son fond of work and a master of some type of industry? How can this same boy be led on toward courageous manhood, the parent inculcating in him at all times a wholesome regard for the great toiling masses and a fixed purpose of linking his life permanently and helpfully with that of others?

This problem of training the boy may seem tedious at first, but slowly it becomes a most enticing one. After a few frank discussions of the boy's future, with the boy as an active participant, the young son himself begins to catch the spirit of it all and to square himself for the coming man pictured in his youthful mind. "Catching the spirit of it all!" — that is a phrase of great charm and meaning; for, after a father and his boy have once learned to find enjoyment in planning the latter's growth into honorable manhood, a successful career for the youth has at least been well begun. And then, industrial training must be thought of first of all as *cultural*, a form of discipline necessary for every boy or girl whom we may expect to live wisely and magnanimously. It is a vicious theory that only those who are to be compelled to work with their hands should be educated industrially.

OBEDIENCE A PREREQUISITE

"First obey, then acquire, then contribute." This is somebody's suggestive way of sketching the life course of

the successful and happy individual. Strange to say, the most wholesome relationship of authority and obedience between parent and child results from a form of training begun in infancy. Careless infant training means that much loss of effectiveness in the later effects of discipline. So, for the sake of being clear and specific and helpful, let us now enumerate some of the arrangements in the baby's life, which pave the way for securing the obedience of the child and for directing his journey toward maturity.

1. The infant child learns to use his voice as a first weapon of offense and defense. By putting little events together he discovers that crying brings results, thus he compels the nurse to take him up or give him nourishment, and in many other ways to contribute to his personal comfort. It is literally true that in a very few weeks the ordinary child may become whimsical and almost tyrannical in the dealings with his caretakers.

One of the first essentials of the conscientious parent is to learn to discriminate between the cry of pain and hunger and the cry of exercise. To be healthy a child needs to cry briefly and frequently during the day. This is really the infant's best gymnastic. Crying aids and accelerates the normal circulation of the blood, assists in throwing off the impurities of the body through the pores and otherwise, and gives a stimulation helpful in distributing the nutriment necessary in building up every part of a strong physique.

The first lesson in teaching obedience is that of reducing the infant's life to routine or rhythm. The nurse or other expert authority will make a schedule of times and occasions for every event in the infant's life. This routine should be rigidly held to from the first. In a short time the meals, the periods for sleep, the excretions, the

crying, and the other exercises of the day will form themselves into a rhythmic process giving the maximum of good health for the child, of ease in caring for him, and of promise for future self-control.

2. The intelligent parent will take no risks and admit of no innovations in respect to the feeding and medical care of the infant. Expert authority may seem high-priced, but in the end it proves to be far cheaper than mere guessing and blundering. The life of the little one is centered chiefly in the stomach. It is therefore necessary to consult a reliable guidebook on child feeding and to follow the prescribed regimen faithfully. To give one wrong article of diet may start a series of troubles that a month's hard work cannot correct. Illness, loss of sleep to both parents and child, irritableness on the part of both, enforced medicine giving, permanently weakened vitality — these may all follow one seemingly slight mistake in feeding. As a further result, and perhaps the most serious one of all, the rhythm and regularity is lost out of the infant's life and is replaced by peevishness and whimsicalness. The sick child is necessarily trained more for disobedience than for obedience.

3. The far-seeing parent will be exceedingly careful not to have the child treated as a mere plaything. The first step in spoiling the young character is often that of overfondling. Any healthy-minded adult is naturally fond of teasing and tossing and coddling a clean little infant, and the child is necessarily made to suffer the consequences of all such practices. Overexcitement of the nerves, an impaired digestive function, broken sleep, irritability, and retardation of physical growth are some of the certain results of this misplaced attention to the human infant. During the first days of life, a child should sleep practically all the time not spent in taking nourish-

ment. By very slow degrees the waking moments are extended to a few hours of cooing, kicking and exercising in the open air. The healthy child, and therefore the one most promising as a subject for careful development, necessarily needs a quiet, serene, and comparatively undisturbed infant life.

After consulting something like a hundred volumes on the care and training of childhood, the author is led to urge that medicine giving is a serious thing to begin in case of the infant, and that such practice should be given over to the special direction of the trained nurse and physician. Very probably medicine kills more children than it cures. As evidence supporting this statement the reader is referred to a bulletin entitled "Habit-forming Agencies," recently issued by the National Government and to be obtained free for the asking. The evidence goes on to show that medicine ignorantly administered leads not only to many serious physical complications, but to long-standing errors in the character and mind development of the young.

THE PRE-SCHOOL DEVELOPMENT

We have attempted to make it appear that the successful industrial training of the boy begins in infancy and that a regular systematic mode of infant life is most helpful. *Rhythm* has thus far been our suggestive term, and by this we mean such regulation of the child's habits of sleep, taking nourishment and exercise as will result in the maximum of physical and mental health. We have also urged that there naturally comes out of such a well-regulated order of infant life a willing obedience to parent direction and a greater degree of facility in the industrial training to follow.

Expression rather than repression should be the motto



FIG. 2. — Just as much in school as they will ever be at any age.

for the young child. "Don't" is too often almost the only forceful and effective word used in boy training. Carried to excess, this restraint and prohibition leads the young boy on to an obscure outlook on life and its possibilities.

THE MONTESSORI METHOD

Madam Montessori, the great kindergarten teacher of Italy, has certainly hit upon a sound and beautiful ideal and one that fits excellently into the task of training the ordinary boy. This method reduced to common-sense terms and supplemented by suggestions occurring to the author may be sketched as follows: —

(1) A healthy child has an instinctive disposition to act courageously and vigorously. Give this energy an outlet.

(2) This spontaneous conduct furnishes meanings and interpretations out of which all helpful knowledge grows.

(3) The director of the child must plan less for the repression and more for the expression of the child's instinctive dispositions and desires.

(4) Then, give the child something to do. Get behind him to direct him rather than in front to hinder him. Allow him to make blunders, but help him to correct them as he goes.

(5) Furnish an inexpensive set of tools and devices for the work of the child. Work and play as yet both look alike to him. They merely furnish an interesting outlet for his pent-up energy and are therefore both delightful.

A COMMENDABLE METHOD

The underlying idea of this book on boy training is that successful development will come only at the expense of early care and supervision. The following statement

taken from a personal letter is an excellent illustration of what is meant by practical child training :—

“I have five children of my own to train and, in this connection, might add that all have begun very early to render some domestic service. My boy in his fourth year takes great delight in gathering the eggs as fast as they are laid, and in getting in wood and coal occasionally. The boy of six has regular tasks, such as delivering milk to neighbors. The boy of nine is required to take care of ponies, cow, and chickens, besides doing some work in the garden. He is now employed by a neighbor also to take care of chickens, lawn, and flowers, while the family are in the mountains for a month. I regard this as valuable training for the boy while he is out of school. In this connection, I try to see that his work is regular, not overburdensome, that he is not overpaid, and that he is not paid before the work is done; also, to see that the work is well done, and that the money earned is not foolishly spent. As the boy has a strong appetite for sweets, we have to let him spend a little in that direction. The girls, eleven and thirteen years of age, are trained to spend a few hours each day in regular domestic service. This is, of course, being increased as they grow older. We proceed on the theory that a child learns to be industrious by being industrious.”

FURNISH LIGHT TASKS

As the training here outlined goes on, it becomes the imperative duty of the parent to see that the small boy has some light task to perform. The first thought of the trainer may be that of convenience and profit, but such purposes do not properly belong in a scientific course of child training. It will be rather inconvenient and utterly without pecuniary profit to the parent, if we consider the

time and energy necessarily expended in directing the small boy to obey and to perform the light assigned duties. "A child of this age is in the way, more trouble than he is worth, and I would much prefer to do the tasks myself." The foregoing is a stock statement of the usual misinformed boy trainer, and suggests the fundamental error of regarding the boy as if his work were for the sake of the profits rather than for the sake of his character development.

As a substantial beginning of the industrial training, therefore, the mere three-year-old boy may well be required to perform a few three-minute tasks daily. He should be sent across the room to pick up his playthings, or to bring a needed article to his mother, or to carry an object to some one else, and the like. The fundamental idea is that the child be directed to do some specific thing worth while and that he be caused to carry out directions as given. To be sure, these light duties are not serious enough to be listed as work, but they are, nevertheless, splendid means of preparation for the work and industry to follow in the growing life.

It is necessary and most helpful in the training here considered that the parent give frequent expressions of approval of duties well performed by the boy. Such attention and approval soon becomes the child's best reward and his best incentive for further efforts. In fact, fulsome praise and well-directed approval on the part of the wise parent naturally substitutes for the scolding and faultfinding so common in case of the unwise one.

SOMETHING CONSTRUCTIVE TO DO.

It is really imperative that the small boy be provided daily with some constructive work-play activities. It is as natural for him to desire to build playhouses, mud-

dams, and "thing-a-bobs" of other sorts as it is for healthy grown men to desire and need wholesome occupation. Therefore, one must learn to see things from the boy's point of view, and thus fall in with his childish plans and specifications for constructive play-work. One must not only let him do the thing his own way, but at times assist him in so doing. His movements may be crude, but his instinctive purposes are right and sound, and the latter must be directed rather than suppressed. Best of all, the boy who is thus supported in his juvenile undertakings early forms the practice of coöperation with the parent. The parent stands ready to support and to direct the youthful problems, while the child takes on an increased disposition to obey.

Stimulated with the assurance of affectionate help and approval and with the expectation of being rewarded in many other ways, the boy now shows the first real indications of being on the way to higher industrial attainment. A wholesome work-and-play arrangement will call for a thoughtful alternation of these two helpful forms of discipline.

WHAT OF THE KINDERGARTEN?

All city parents will naturally have to meet the question of the kindergarten school — whether or not to send the boy. The answer of those who have given this question lifelong consideration is in effect that no kindergarten, either public or private, will probably harm the boy, and that the net results in practically every case will be helpful in the problem of industrial training, and otherwise. The kindergarten training is especially valuable in the refining of the hand movements. The boy whom such discipline teaches to thread a needle, to build block houses, to make designs in clay or sand, and the like, is

thus materially advanced on his way to the more difficult achievements to come. In the ordinary case, therefore, the parent may consider it fortunate if there be an opportunity to send his boy for a term of the kindergarten training.

Give an ordinary man an ax, a saw, a plane, or a pitchfork and ask him to use it. A moment's effort on his part will reveal his early practice — or the lack of it — in the use of that particular tool. No amount of present training in the use of this implement will possibly bring about the manual skill that could readily have been acquired in early boyhood. Moreover, the father who, for example, never even learned to sharpen a carving knife need not expect to be able to teach his boy to put an edge on any kind of tool or implement. The distinctive service of the kindergarten training is that of starting the learner in the performance of a large variety of manual activities, thus paving the way for future skill and dexterity.

TRYING OUT THE BOYS

It is exceedingly important that the small boy be given the widest possible range of childish practices during the pre-school age. Even his play may be made to serve this purpose. For example, he may be for a time a make-believe carpenter and thus learn many simple lessons in respect to the care and handling of tools. If there be an older brother who has already taken such a course, and who is required to be on work duty a certain number of hours per day — then the latter may be appointed as instructor for the younger one. In such a case it is necessary that some definite task be assigned. Suppose the specific problem be that of learning how to file a hand saw or a hoe. The six-year-old may approach the task in the attitude of one at play, and even then he may be shown

precisely how the work is done. Such knowledge is likely to remain with him and serve a good purpose many times in his life. .

LITERATURE ON THE PRE-SCHOOL DEVELOPMENT

The reader is strongly advised to become a subscriber to some magazine which treats ably the child-welfare problems. Many such magazines may be listed.

American Motherhood. Coopertown, N.Y. Monthly. \$1.00 per year.
The Child Welfare Magazine. Philadelphia, Pa. *Organ of the National Congress of Mothers.* Monthly. \$1.00 per year.

A Study of Child Nature. Elizabeth Harrison. 207 pp. Chicago Kindergarten College.

Mother and Baby. Anne E. Newton, M.D. 238 pp. Chapter VI, "Habits of the Baby." Lothrop, Lee, & Shepard Co., N.Y.

The Care of the Child. Mrs. Burton Chance. 242 pp. Chapter VII, "Disease of Childhood." Penn Publishing Co., Philadelphia.

Boy Wanted. Nixon Waterman. 134 pp. Chapter I, "The Awakening." Forbes & Co., Chicago.

The Psychology of Child Development. Irving King. 265 pp. Chapter II, "Primary Problems Relating to the Child's Earliest Experience." University of Chicago Press, Chicago.

The Care and Feeding of Children. L. Emmett Holt, M.D. 195 pp. Chapter III, "The Diet of Older Children." D. Appleton & Co., N.Y.

Children's Rights. Kate Douglas Wiggin. 235 pp. Page 221, ff., "Other People's Children." Houghton, Mifflin Co., Boston.

Youth — Its Education, Regimen, and Hygiene. G. Stanley Hall. 379 pp. Chapter I, "Pre-adolescence." D. Appleton & Co., N.Y.

Making the Best of Our Children. Mary Wood-Allen. 253 pp. Chapter V, "Two Methods with the Baby (6 months)." A. C. McClurg Co., Chicago.

The Culture of Justice. Patterson Du Bois. 282 pp. Chapter VII, "Specimen Applications." Dodd, Mead & Co., N.Y.

Studies in Character Building. Mrs. E. E. Kellogg. 368 pp. Page 76 ff., "Obedience." Good Health Publishing Co., Battle Creek, Mich.

The Healthy Baby. Roger H. Dennett, M.D. 235 pp. Part II, "Hygiene and Training." The Macmillan Co., N.Y.

CHAPTER II

THE PUBLIC SCHOOL AND ADJUSTMENT

THE public school work is to be considered part of the general course in industrial training. The same principles and applications are called into service as is the case with other forms of industrial discipline. At present the public school course furnishes the only preparatory training available for many thousands of growing boys. During the many hours out of school they run at large and have to grow up without the most helpful discipline that comes from being held to a schedule of assigned non-school duties. At some future time this error will be righted and every boy will have to pass in the manual arts and crafts just as he does now in arithmetic and history.

THE FIRST-DAY INVENTORY

The boy who first enters the public school has in the ideal case a certain valuable stock of practical experience in doing things with his hands. Six and a half to seven years is the best age for the boy's entrance into the common school grades. Statistics covering thousands of cases show that those beginning at the age named have the greatest probability of steady and regular advancement, and of finishing the course. In the ideal case, then, the boy just entering school has learned through actual practice to use his body in the maximum number of ways in getting practical things done, although the most of this learning has necessarily come through the play activities.

Let us make a list of the definite mechanical practices with which a seven-year-old boy was familiar. He lived in a town of seven thousand inhabitants and was familiar enough with the following experiences to the extent that his class instruction was rendered easy and familiar : —

Driving cows	Hoeing the garden
Riding a horse	Raking the lawn
Riding in a wagon	Sawing boards
Feeding the chickens	Driving nails
Rowing a boat	Carrying kindling
Sweeping the floor	Paring potatoes
Flying a kite	Making a whirligig
Fishing in the brook	Shooting with bow and arrow
Going swimming	Making toy boats
Turning on the trapeze	Training a dog

Now, of course, it is impracticable for the common parent to make all these experiences available for his boy, but it is our contention that such an ideal should be thought of and sought to the fullest extent that conditions will allow ; and that for the sake of the highly valuable culture resulting from such training — culture in the direction of higher industrial efficiency and a firmer grasp upon the big problems destined to confront the boy during his coming manhood.

RESPECT FOR SCHOOL WORK

The first problem arising in the life of the newly entered schoolboy is that of obtaining a right relation to the serious duties of the classroom. Naturally a boy at this age comes in the spirit of mere play, and fails to forecast the serious meaning of the book training. The busy teacher will do much to remove the child-mindedness and

substitute boy-mindedness, but the parent can well afford to coöperate in the matter. There is no better way to meet the new condition than to talk frequently and freely to the small boy about his school duties. He is not a little play boy any more, but a schoolboy with lessons to get and work to do. He is going to have his lessons well every day, and in time he is to become a big, smart man who can do many things. Father and mother will be pleased at his success and will tell others about him with great pride. Such remarks as the foregoing will spur the young son on to greater effort and will help him to formulate most wholesome mind pictures of himself in the future. Slowly he will learn how to participate in the conversations in reference to what he is to do and to be until unconsciously the entire family will have been drawn into a grand coöperative scheme of boy development.

THE HONOR OF LABOR

In devising various schemes for inducing the boy to get down to steady application in the school, the parent will not forget to exalt labor and industry as the great wealth-producing and man-producing factors. It is not overstating the situation to the young mind to urge that all the good people in the world are engaged in some kind of industrial effort — that only tramps and vagabonds and criminals and a few overrich persons endeavor to get along without doing daily something that is honorable and worth while.

REGULAR ATTENDANCE

It may seem a trivial matter to take the boy out of school occasionally in order that he might enjoy a day's visit out of town in company with his father or mother. But such little things break the continuity of the school

work and may constitute the first lost link in the chain of success. Take the boy out thus a few times, and he will whine to go again and will show less keenness of desire to master his school subjects.

Now, we are not forgetting the main thesis of this discussion; namely, that industrial training during early boy life is a prerequisite to almost every kind of success in mature life. It is our constant thought of this issue that makes us concerned about the boy's school discipline and the careful manner in which it should be given. We desire him to become master of every possible and worthy boyish practice. We desire him to gain slowly through his own efforts a rational control over both his mind and his body. And finally, we desire him to become a splendid example of self-reliance and success, such as may be emulated by others struggling lower down the ladder of life.

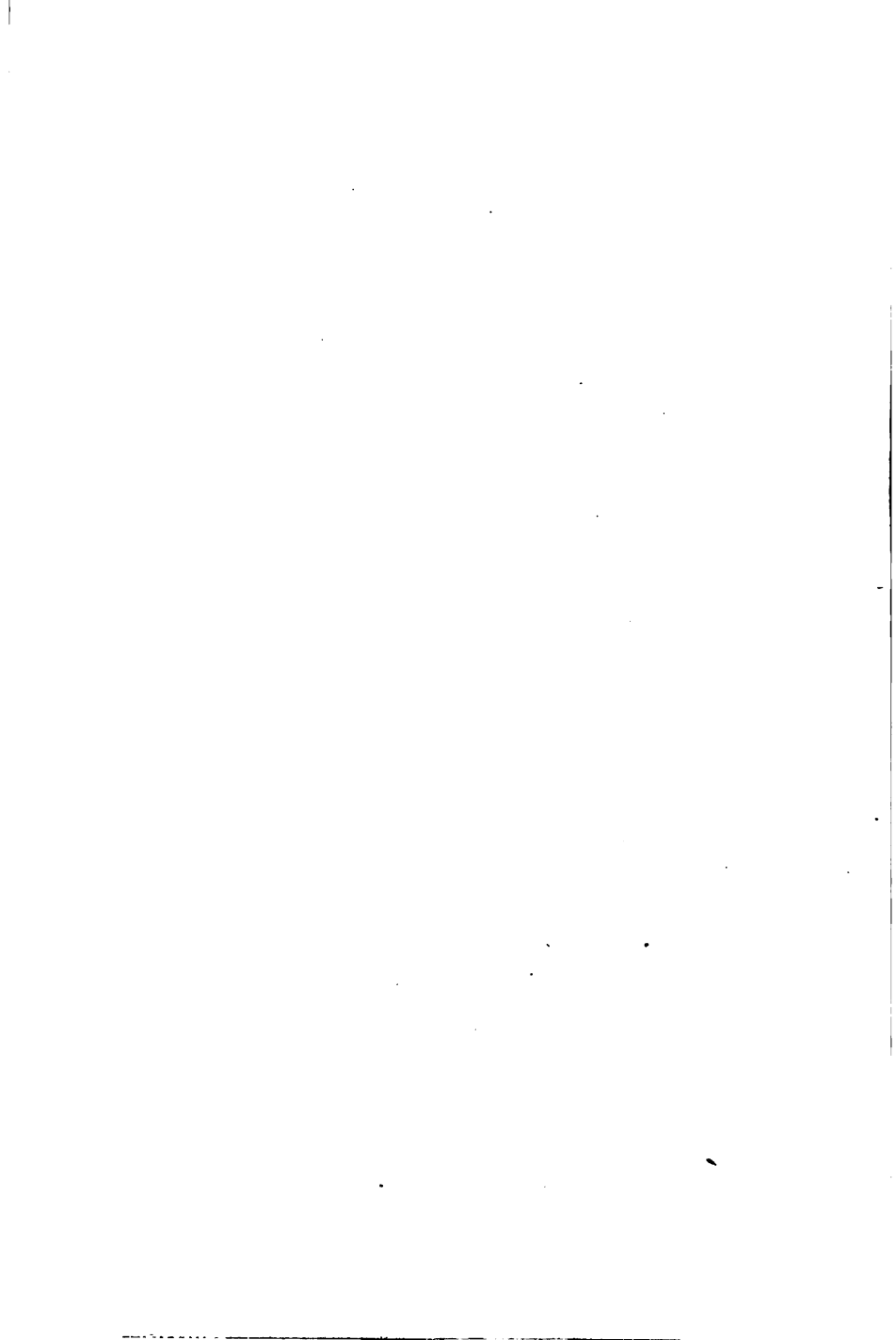
So with the ends just named in view, and with a thought of imparting to the boy a wholesome fondness for the school duties, we again commend strongly the requirement of regular and punctual attendance at the school. Let him enter promptly on the opening day and continue if possible without a break till the last hour of the term.

COME INTO TOUCH WITH THE SCHOOL

No parent can afford to be too busy to neglect coming into personal acquaintance with the boy's teacher and with the particular tasks she assigns him. An early visit to the schoolroom will open one's eyes more fully to the real situation than will the exchange of a dozen friendly notes. By meeting the teacher, say after the first two weeks have passed, it is easily possible to learn of the actual conditions — the points wherein the boy is weak and needs assistance.



FIG. 3. — These boys deliver enough milk to make the training valuable.



Upon minor points of difference and misunderstanding between teacher and parent it is usually safe and fair to assume that the teacher is right and that the parent is wrong and lacks familiarity with the case. In very rare instances should the boy ever hear a word of adverse criticism of his teacher fall from the lips of the parent. Under usual conditions the parent is in no position to judge equally well with the teacher in respect to matters of school training and discipline. He should therefore join the teacher as cordially as possible in carrying out the school plans which he himself considers of questionable appropriateness for his child.

FOLLOW THE COURSE IMPARTIALLY

It is fatal to the cause of broad culture and wise industrial training for the parent to insist that extra attention be given to some of the boy's school subjects and scant application to others. Viewed from the standpoint of ideal man-building the subjects of the well-ordered curriculum all have the same value and importance. Each one is to constitute an essential part in rounding out the whole life of the boy and in making him a man in every sense of the word. Every normal child in the school grades ranging below adolescence should be required to pursue the same subjects as the others. No parent has a right to ask that his normal boy be allowed to slight a given subject unless he is willing to contend that such subject be slighted by all or entirely eliminated from the course.

Educators have been engaged for hundreds of years in building up the present course of study for the common schools. Their judgment may be wrong, but they are the only persons logically in the right position to determine the matter. Language, literature, mathematics, history, elementary biology, physiography, physiology, and manual

industry — these are the subjects to all of which the child must give serious time and attention before he has been introduced fully and properly to the great personal problems of everyday human existence. Through a slighting of one of these during his school days he may be compelled to grow up a mere fragment of the man he might have become.

BACK TO FIRST THINGS

The wisest of the school authorities and specialists are slowly coming back to primitive situations and equipments as a part of the regular school program. The public school of yesterday was entirely too bookish. Its purpose was to serve the favored few by furnishing their children a type of learning that would enable them easily to dominate the masses and to live a life of comparative freedom from arduous toil. But that day of exclusive book culture is rapidly passing, and the school still adhering to such practices is falling into ill repute.

On the other hand, the new school course offers a most wholesome alternation of book work and hand work in its daily program. While the ordinary schools are slowly approaching this most helpful ideal, the industrial (reform) schools have already realized it in a practical way. In such institutions we find that every facility is offered for indulging daily the fundamental juvenile instinct for play, study, manual industry, recreation, and sociability. Thus, in spite of the fact that the inmates of these industrial schools are taken up as little miscreants and are usually lacking a close parental sympathy, they are making a surprisingly good showing in the world at large, after finishing their course of training and discipline.

The signs of the times indicate that the excellent course of training now offered almost exclusively in the indus-

trial reform schools will become the predominant type for the entire country. Upon the culmination of that happy event there will be no broken, backsliding vacation periods in the common school curriculum as now, while every boy and girl will aid in making his career one steady and unbroken ascent toward full maturity.

THE AFTER-SCHOOL TRAINING

However, as yet the millennium is not at hand. Only a very few of the cities and towns are providing all-the-year training for children. Gary, Indiana, is a noteworthy instance. There the book work and the industrial training are carefully alternated and correlated, while some attention is being given to play and recreation. So, the parent will still continue under the necessity of providing industrial training at home to supplement the book work given in the ordinary school. In arranging for such supplementary industry two or three ideas should be kept in mind.

(1) It is important above nearly everything else that the boy learn to regard work and industry as being fundamental to the wealth and progress of society. So, only after the small boy has secretly or expressly resolved to make himself a worthy contributor to the great industrial movement, has the parental admonition done good service.

(2) In furnishing the means of endeavor for the boy it is well to start him if possible with some lessons in the world's oldest productive industry; namely, bringing something out of the soil. If a small garden plot be an impossibility, then bring him in the best available manner to an acquaintance with the fact that all the foodstuffs come either directly or indirectly from the soil. He can at least be required to grow some beans in a box, and perhaps some

flowering plants as well. The expenditure of a very small amount of time and money will bring these crude materials into the boy's hands. The duty of germinating the seed and tending the plants will become a pleasure to him after you have held him carefully and regularly to its performance for a series of after-school periods. Best of all, you will have thus interested the young mind to a small extent in a great thread of the world's complex industrial life.

(3) The next distinctive feature of juvenile industrial training — after something definite has been done to bring the boy close to the soil and its productive life — is to introduce the idea of manufacturing things from raw materials. The field, the forest, the mine, the power plant, and the workshop are the great historical centers of work naturally thought of in this connection. At least one or two of these factors in producing the raw materials of industry may be brought into vital relation to the juvenile effort. A hammer, a saw, a pound of nails, and a pile of kindling boards may be readily secured, and the boy will gladly become an amateur carpenter under a small amount of home direction. Or, provide a pair of small tongs, a heavy hammer, a toy anvil or iron bench vice, and you have the young blacksmith. Now, for example, obtain a few 2-foot lengths of quarter-inch iron rod and show him how to bend them into connected links, thus making a chain for his swing. These methods and devices will suggest others of the same general class, any and all of which will prove most helpful in teaching at home the life-building lessons of industry.

BOYS MAY DO HOUSEWORK

It is both pathetic and provoking to observe the great number of homes in which the overworked mother has no

woman or girl helper upon whom to shift a part of the burden, while at the same time a big, husky half-grown boy is running loose on the place without having a single work task assigned to him. In all such cases it is strongly advised that the boy be taught to assist with the routine duties of the household. After some rigid and persistent training boys become excellent home helpers. Without counting the great relief to the tired mother, it may be urged that the boy's house training is profitable for two reasons. It is strictly in line with the industrial discipline in behalf of which we are contending; and it gives him such a first-hand acquaintance with the household drudgery as will beget in him a wholesome sympathy in respect to the burdens probably to be imposed upon his life companion in the years to come.

Therefore, with great profit to his personal character every boy may be given a rigid course of home industrial training as follows:—

1. Clearing the table after meals.
2. Washing and drying the dishes.
3. Sweeping kitchen and dining room.
4. Scrubbing kitchen and porch.
5. Carrying in fuel.
6. Making up the beds.
7. Darning his own stockings.
8. Helping with the washing.
9. Paring potatoes and apples.
10. Caring for the house plants.
11. Tending the baby.
12. Running the errands.

As has been suggested above, the boy will not be sacrificed for the work's sake, but the work will be required for the boy's sake. With this interest uppermost the tasks

will be assigned to him as after-school duties and at only such times as will answer to his needs for discipline. A half-hour daily is not too much for the boy of eight with an extra half-hour or more on Saturdays. For a twelve-year-old, double the requirement and give him even more work on Saturday.

LITERATURE ON THE PUBLIC SCHOOL AND ADJUSTMENT

By writing to the Superintendent of Documents, Washington, D.C., one may obtain a complete price list of inexpensive books and bulletins covering many of the subjects of training.

- The Vocational Adjustment of School Children. E. W. Weaver. Students' Aid Committee. New York City Schools.
- Country Schools for City Boys. W. S. Meyers. Bulletin No. 9 U. S. Bureau of Education, Washington.
- Laggards in Our Schools. Leonard P. Ayres. 252 pp. The Survey Associates, Inc., N.Y.
- The High School Boy's Morals. Franklin W. Johnson. School Review, Vol. 20, p. 81.
- Social Development and Education. M. V. O'Shea. 561 pp. Chapter XIV, "Problems of Training." Houghton Mifflin Co., Boston.
- Physical Nature of the Child. Stuart H. Rowe. 211 pp. Chapter VII, "Enunciation." The Macmillan Co., N.Y.
- Psychology in the Schoolroom. Dexter and Garlick. 417 pp. Chapter XX, "The Moral Sentiment." Longmans, Green & Co., N.Y.
- Our Schools. — Their Administration and Supervision. William E. Chancellor. 434 pp. Chapter XII, "The New Education and the Course of Study." D. C. Heath & Co., Boston.
- A Broader Elementary Education. J. P. Gordy. 304 pp. Chapter III, "Democracy and Education." Hinds & Noble, N.Y.
- Your Boy — His Nature and Nurture. George A. Dickinson, M.D. 176 pp. Chapter VIII, "Schools and Morals." Hodder & Stoughton, London.
- How Two Hundred Children Live and Learn. Rudolph R. Reeder. 247 pp. Chapter V, "The School," The Survey Associates, Inc., N.Y.
- Mind in the Making. — A Study in Mental Development. Edgar James Swift. 329 pp. Chapter I, "Standards of Human Power." Chas. Scribner's Sons, N.Y.

CHAPTER III

VACATION EMPLOYMENT

DURING not less than one fourth of the year there is a vast army of growing boys running at large in the cities and towns without any helpful employment, and in most cases entirely too free from restraints and discipline. During this vacation period thousands of good boys tend to unlearn the best moral lessons acquired in the school, to take up habits of shiftlessness, and to fall into evil and criminal companionships. Indeed, the first criminal act of many a young man is directly traceable to the enforced idleness and shiftlessness of the vacation period.

The author would impress all interested persons with the idea that the vacation problem in the life of the American boy is one of the most serious and perplexing of all those that disturb the minds of parents. It is not only serious on account of the evil consequences mentioned, but because of the fact that the idle vacation days come at a time in the boy's life when he is ripe for some of the most fundamental disciplinary activities which, omitted in childhood and youth, are lost out of his character make-up forever.

NO SOLUTION IN SIGHT

Notwithstanding all our new social machinery designed to make human life richer and better, there is as yet no device or plan for meeting the serious situation just now described. There is simply a general admission that the fault is a grave one, while each individual boy is left to chance occasion for his vacation experience and training.

As a result, some parents — notably farmers and certain of those hard pressed for the bare necessities of life — are crowding their young boys to the very limit of physical endurance in the performance of vacation work. Others are permitting their big overgrown sons to pass the time in absolute idleness, or worse.

The farmer who keeps his fourteen-year-old son hard at work in the field six long days in the week — as not a few are doing — thereby does a serious wrong to this young faithful member of his own family and to the oncoming generations as well. Such overcrowding, foolhardy methods have helped to drive the boys away from the farms and into city positions where life proved at length to be even more cramped and grinding.

Certain shiftless and improvident parents of the cities are permitting their young boys to spend the vacation period toiling in factories and sweat shops. Such boy-killing conditions soon reduce their victims to the mere framework of a stupid, hungry animal, and shut out forever the possibilities of any higher type of existence. Fortunately nearly all the states of the Union have recently enacted laws intended to prohibit the employment of children under fourteen to sixteen in many of the industries hurtful to childhood and named as such. Although still much ignored, these statutes are destined to become rigidly enforced.

KEEP THE BOY AT HOME

In making out a plan for the boy's vacation employment the first essential will be to provide if possible that he sleep nightly in his own home bed. It is a still more favorable condition if he can be put to work under the eye of one of his parents; for, the work done is to be for the boy's sake and not for the sake of the work, we are to remember. The further away from the home restraints and

supervision the less likely the boy's true interests will be safeguarded. In every instance where his life and character are exploited for a money gain there is just so much subtracted from his possibilities of reaching a useful manhood. Furthermore, the moral advancement of the boy cannot be expected to continue satisfactorily unless he have daily counsel and association with some one who is more interested in his well-being than in the money he may earn.

Current opinion is much in error regarding the supposed toughness of constitution of the growing boy. He in fact possesses a state of health which is fairly good, but which borders on delicateness and an easy derangement. The half-grown boy may be overworked and seemingly toughened to the point of heavy endurance, but a careful examination of such a case will show clearly that less of the youthful elasticity of body and spontaneity of mind is the exorbitant price paid for such so-called ruggedness. On the contrary, the young, growing physique needs a much more careful regimen of diet, rest, and sleep than is the case with a grown man. The natural craving for food and drink will easily lead a boy toward excess and disease unless some person older and wiser than himself restrain him and supervise his animal indulgences.

It must be admitted that, notwithstanding our words of caution, the pressing requirements of the situation will make it seem advisable to have the youth work away from home during the vacation period. But in nearly all such cases he may be brought home for the over-Sunday rest and may be sent back to his place of employment each time with a helpful word of sympathetic parental advice.

A VARIED PROGRAM

Now, it is the purpose of this book to attempt to serve the largest possible number and the widest possible class of

parents in the task of training their boys. The situations are so varied and the call for specific help is so pressing that it seems best to take up one by one the various types of vacation employment for boys, attempting to estimate the disciplinary value of each and to give definite plans for applying the purposes thereof to the boy's life. We are not to understand that there is anything wrong or hurtful in putting the boy at some money-earning employment — far from that. On the other hand, it is all the better if his industrial efforts bring in a money return; provided, the boy's character development be made strictly the first consideration in every case and that such training be at no time sacrificed to the mere pecuniary gain.

But before entering upon an extended consideration of the various plans of vacation employment for the boy, let us make out an ideal schedule of hours for each age, itemizing in particular the number of hours of work, sleep, and play seemingly required for each individual case.

WORKING ON THE FARM

Many town and city boys find healthful and instructive occupation for the vacation season by going to the country to work. This arrangement, like all the others recommended, needs intelligent sympathy from the parent in order to make it most certainly productive of good to the boy. The first matter to consider on the farm to which the boy is sent is that of his physical care and safety. There are some farm practices not any too safe for the "green" town boy to undertake — such as handling fractious animals. And then, the sanitation of the place may well be inquired about. The matter of polluted drinking water is a source of grave danger to the new arrival, although those long accustomed to the condition may have become immune to its hurtful effects.

AGE	WORK	SLEEP	PLAY
4	Light one-minute tasks	13 hours or more	An hour of non-directed
5	Light assigned duties	13 hours	As above
6	Slight increase	12½ hours	Directed and construc- tive play
7	At school, light errands	12 hours	Nearly all after-school hours for play
8	15-minute tasks after school; half hours, Saturday; one hour, vacation days	12 hours	As above, but furnish con- structive tools
9	Half hour, evenings: 1 hour, Saturday; 3 hours daily during va- cation	11½ hours	Should be playing in school teams and at home tasks
10	Half hour, evenings; 2 hours, Saturday; 3 hours during vacation	11 hours	Play as above, but more of constructive sort
11	Steady choring: 3 hours, Saturday; 4 hours, va- cation	11 hours	Play with teams and the crowd if possible
12	Steady half-hour choring after school; 3 hours, Saturday; 4½ hours, va- cation	10½ hours	Play as above
13	No new strength, same as age 12	10½ hours	Play more irregularly
14	Still choring; 5 hours, Sat- urday; 5 or 6 hours, vacation	10 hours	More of the make-believe wild play life
15	Home tasks by half hours or more: Half day, Sat- urday; 6 to 8 hours, va- cation	10 hours	Hiking, camping, tramp- ing, frequent half hol- idays

The farm work is usually heavy and the day a long one during the summer harvest season. There is, therefore, a

tendency to overwork all, especially growing boys. The schedule of hours given above should not be widely varied in the performance of the heavy work. Light and recreative employment may be used to fill up the vacant hours.

In cases where the town boy is sent to the country for vacation employment, it is the duty of the parent to know the exact terms and conditions of the service. It will be most fortunate if the farm overseer be a relative or a close friend of the boy's family. The social companionships of the season are also important, as not infrequently a vile and immoral farm laborer may be placed in the daily company of youths and thus be given an opportunity to poison their minds with his obscenity.

As an ideal arrangement for the boy as a vacation farm helper we may cite that of a twelve-year-old who rode out a distance of five miles on his own pony early each Monday morning and returned home for the Sunday rest. This enabled the parents to keep close to his movements and to help him correct the errors of each week. This boy received \$3 and board and came back in the autumn with \$25 to his credit.

HERDING COWS

Every town and village has its herdboy, who takes the cows out to pasture at morning and brings them back in the evening. Sometimes there are several such vacation positions in one town. This is really an excellent responsibility for a boy to assume, and it usually pays well for the time required. A pony and saddle are a part of the necessary equipment.

The wide-awake herdboy will solicit patrons early in the season, long before the time to begin using the pasture. He will arrange with the owner of the pasture land for its

use at a stated price per head. He may add this amount monthly to the bill against each patron for tending the cow. This position offers some excellent opportunities for learning and for discipline. It is worth not a little to a boy to learn all about cow nature — as he will during one season's driving. People will not patronize a boy long if he mistreats their animals. Fast driving, insufficient pasture and water, and excitement of any kind are the ordinary abuses which cows will immediately make apparent through a diminution of the milk supply. The owners will also have their individual ideas about when to call for and when to return with the animals and how to handle them properly. To these small details the successful cow herder will give due attention.

One thirteen-year-old boy herder of unusual carefulness and courtesy showed an income of \$30 per month. Doubtless many others can do as well, but not unless a thoughtful parent assists in arranging the matter and gives some strict attention to the conduct of the work.

MAKING GARDEN

It is most fortunate for the boy's character and industrial discipline if there be a home garden for him to tend regularly. One will at first be surprised to learn how much work and how much produce a very small plot will furnish. A plot of ground fifteen by twenty feet, well enriched and well favored with sunlight and moisture, will keep a ten-year-old boy profitably employed during an entire summer vacation. He may tend twice as much with greater advantage and profit, although a small piece of ground sixteen feet square is far better than none at all. A near-by vacant lot may be leased for the boy's garden.

Let us suppose that the half-grown boy has been as-

signed to raise the garden produce for the household. Now, help him first to make a plat of the ground carefully on a sheet of paper showing the exact amount and divisions for each kind of produce. It may be necessary for the parent himself to study the science of gardening during a few odd hours before the young gardener can be wisely directed.

Of course, the garden arrangements will be suited to the needs of the family table and the conditions of the soil and climate. Let it all be planned favorably for enabling the boy to make a good showing, especially if it be his first attempt. It is unfair to assume that the young son's earnest desire to do the right thing and his enthusiasm for the new undertaking will carry him far on the way to success. He has a right to be shown very definitely, and sometimes repeatedly, how to prepare the seed bed, how to sow the seed, how to tend the growing plants, how to harvest the crop, and so on.

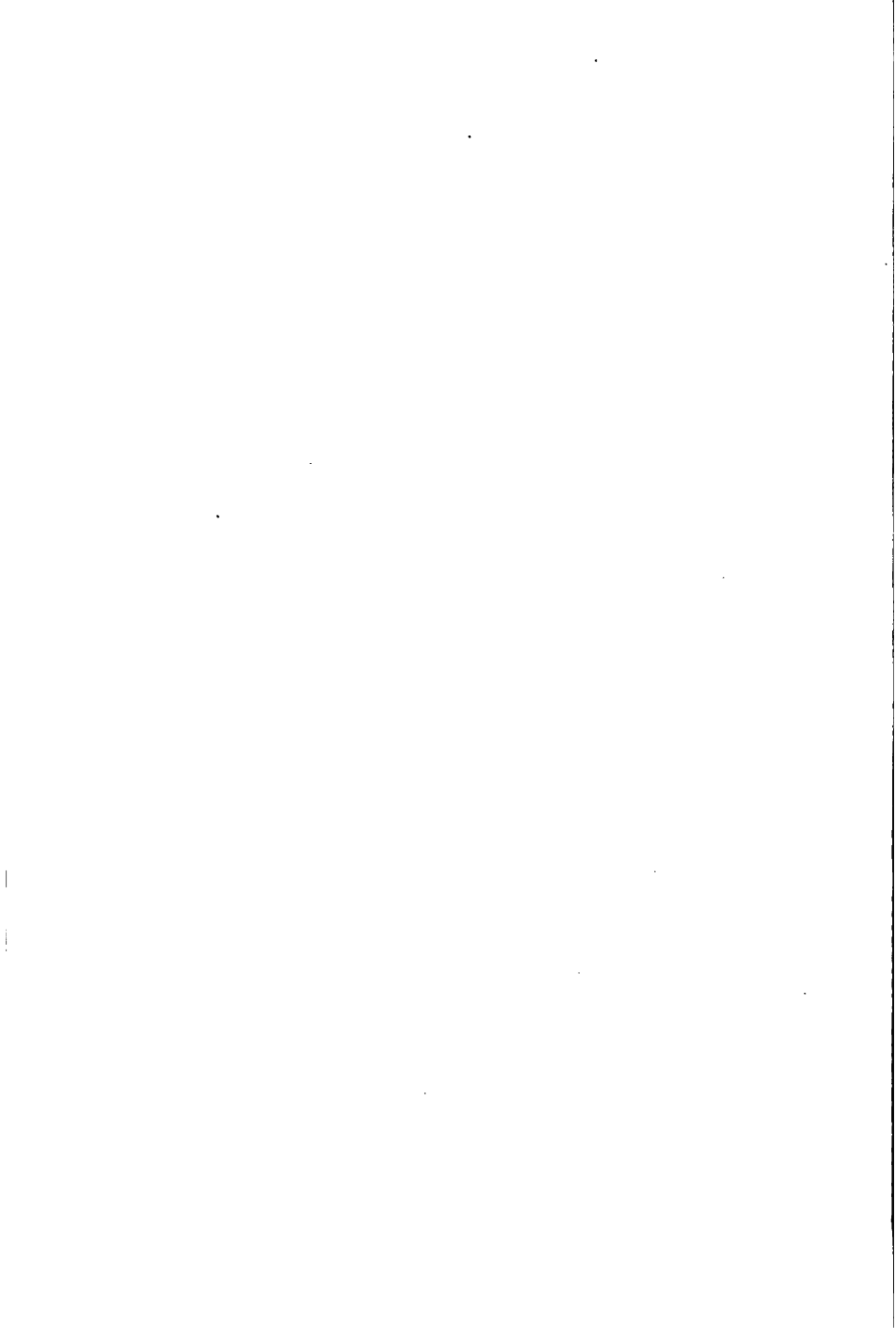
DIRECTIONS AND INCENTIVES

Time and again the father will find it necessary to go into the garden with the boy in order to direct the work there profitably for both the boy's character and the produce. The young industrialist must hoe the stuff properly and at the right time. He must learn to keep down the various weeds, to replant, to thin out the overcrowded plants, and to attend to a dozen other such matters.

Now, while it is apparent that under the rigid discipline outlined above the boy gardener is acquiring a good stock of muscles and is learning how to turn his hand to a profitable occupation, his tender years call for a further incentive to faithful endeavor. There must be a money reward for his work. Two plans have been found successful.



FIG. 4.—Two boys who raised all the vegetables for a family of six and went to the playground afternoons.



(1) Have the young workman keep a definite book account of his time, and pay him reasonably by the hour. For this he should have very little more money than would have to be paid to hire a neighbor boy to perform the same service. The money earned should be thought of in terms of its serviceableness in purchasing certain things agreed upon beforehand and especially dear to the boy's heart. A part of it may well go into his savings account.

(2) Perhaps a better plan is to buy the produce outright from the boy gardener and use it for home consumption. This plan has worked well where tried. It is fair and works the best service to all concerned to pay the boy the actual market price for all his produce, requiring him to keep a careful book record of all materials furnished and of payments made therefor. A five-cent notebook will serve for the records.

After a very few seasons of garden making it may be found feasible to try out some other plan of vacation industry and thus give the boy the benefits of a wider experience.

As an example of what has actually been done by way of back-yard gardening we may cite the instance of two boys aged eleven and seven, respectively. During the season for such vegetables they netted three dollars per week from their lettuce, radishes, peas, and spring onions. The older boy worked about three hours per day and the younger about one hour.

LIVE-STOCK RAISING

It is often possible even in the city to put the boy at the task of raising some kind of live stock and thus to introduce him to a great productive form of human industry. In this connection there is perhaps no more

feasible and profitable undertaking than that of chicken raising.

To begin with, the size of the pen and the number of chickens kept will be suited carefully to the size of the lot space available, as crowding the fowls will result in disease and loss of the normal profits. It will be an easy matter to secure literature on poultry raising, both inexpensive books and pamphlets, and to determine therefrom how to make the chicken house and to arrange it most conveniently.

Next, select the breed. For home use the first consideration will be the egg-laying quality of the breed. Meat production is second. So, in the ordinary case, an all-purpose fowl like the Wyandottes and the Rocks will be most serviceable. It is not usually advisable that the boy undertake to raise some fancy or highly specialized breed of chickens. He is much less likely to give them the extra care necessary to make them profitable.

Suppose the boy's chicken lot be fifty feet square. This space will suffice for about ten hens and one cock. If properly cared for, the egg production should average one dollar or more per week. During the spring season the boy may bring out about forty young chicks, and by care hope to raise about thirty fries from these. The latter are worth twenty-five cents to fifty cents each. If the boy be carefully supervised in this work — including instructions in the matter of keeping out vermin and mites — he should make it profitable in money results, and at the same time he will be learning something worth while.

Raising pigeons and squabs for the market is a more attractive undertaking for the boy, but the practical results are less certain. If this employment be decided upon, it will be both necessary and easy to secure a small handbook giving details of method. Pigeons need about

the same amount of space as chickens, but in the usual case the inclosure will have to be screened over so as to keep the birds confined. No town or city should permit pigeons to run at large, and many do not allow such abuses.

Again, the rule of success for the boy will be carefulness and definiteness of method. It is a serious error to allow mere undirected enthusiasms to die out in failure. The boy thus neglected is weakened in character and as a result is short of confidence for another similar trial.

Other forms of live-stock management are often available for boy training, such as tending horses and cows. It is not sufficient to say that one prefers to care for the family horse or milk and feed the cow simply because of the boy's awkwardness at these tasks. In justice to the latter, he should be taught to do these things. Such knowledge will prove to be of much worth to him during his entire life. Neither will scolding take the place of definite direction in the boy's attempts at horse-and-cow management. It will be necessary to go with him many times and measure the feed, clear out the barn stall, harness the horse, and so on, until he can do all these things reliably and well. After that his services will become an actual family asset, and he should be allowed a regular stated weekly sum in payment therefor.

WORK AS CULTURE

In many cases where no live stock is kept on the place, the boy may be hired out to a neighbor to take care of a horse or a cow. "My boy is not going to be anybody's hired hand," is the anticipated reply to this statement. This very false idea has led many a misguided father to make a snob out of his son. This vacation employment for the boy must be thought of as educational and cultural and not as a slavish task for the sake of money.

A retired farmer who sold out everything and moved to town is the owner of an automobile, but he cannot conveniently keep a horse. His neighbor, however, has a team of them. "I am anxious to have my boy know all about a horse," said the wealthy ruralist, "and have just arranged to have him take care of Dr. —'s team during the summer months. The doctor keeps horses to use in his country practice when the roads are too soft for the car." The thirteen-year-old boy was to have \$3.50 per week for taking care of the team and delivering it, hitched to the carriage, at the doctor's office when wanted.

Now, we feel that this position cannot be made too emphatic; namely, that the growing boy must be provided with some serious and regular work, especially, during the school vacation period, and in accordance with his years and strength; and that this work must be thought of as necessary to character building and to *culture*. Although a father may be worth a million dollars and feel certain that the son's inherited part to come will be sufficient to keep the latter all his life in ease and idleness — even then, the paternal duty of holding the boy to disciplinary work and youthful industry is nowise lessened. The son of the average millionaire must travel a more precarious road to integrity and useful citizenship than the son of the plain, provident artisan.

CARRYING PAPERS

The newspaper offices furnish many a boy helpful and stimulating occupation. The daily paper route is among the more desirable of the forms, as it gives quick, outdoor exercise and some practice in meeting people in a business way. The profits are rather small, but the training is valuable as boy-building material. The father's partic-

ular part of the contract is that of directing the son carefully through the first trials of the new undertaking. Failure must be avoided, as it is depressing and discouraging to the boy. The parent will therefore be under the necessity of going over every detail of the paper-carrying task. Teach the youth methodicalness from the beginning. Subscribers are especially appreciative of an early delivery of their daily paper, and they are fond of a courteous boy collector. These small matters of promptness, courtesy, and the like will prove a valuable asset in the boy's life and will enhance his newspaper business as well. Go with the young son to the office at least once, and learn there how his usefulness may be increased, and then make every effort to carry out the new suggestions.

The life of the city newsboy is a precarious one, though many such youths rise to places of responsibility. And yet we are not ready to commend the ordinary newsboy work as tending to be wholesome and uplifting in its net results. It may teach thrift, frugality, and business shrewdness; but it also teaches scheming and cold-blooded dealing at a time when the child should maintain an innocent regard for people and affairs. The newsboy is certain to have much of the meanness and dishonesty in human conduct pointed out to him. He may begin business with the parental admonition to stay out from among the unclean and the licentious, but the moral lepers young and old will touch again and again the hem of his clean garment and leave him more or less contaminated for life.

Newsboy work is probably better than none. If nothing better is available for the son's training, then, a brief term of this experience with close home direction may be undertaken, and possibly with profit. The following temptations beset the city newsboy: swearing, lying,

stealing, short-changing customers, shooting craps, smoking cigarettes, drinking, gambling, and others. However, home coöperation of the wiser sort may counteract all these influences. By far the best case of supervision of the newsboy that has ever come to the author's attention was that exercised by a bright mother over her eight-year-old. She took up beforehand, one by one, all these evil possibilities and drilled the boy in making the right response. For example, if some other boy were to ask him to smoke a cigarette, he was prompted to respond: "No, sir! I am never going to smoke cigarettes. They keep boys from growing big and strong and make them fail in school." Other matters were prepared for in a similar way.

Selling the standard weekly magazines on the streets and in more select places is more to be commended as a boy-building practice. The class of customers is of a better nature and the profits are more remunerative in proportion to the effort. Boys have averaged from fifty cents to three dollars per week, clear profit, from this business.

LITERATURE ON VACATION EMPLOYMENT

- One Thousand Homeless Men. Alice Willard Solenberger. 398 pp. The Survey Associates, Inc., N.Y.
- The Junior Republic. William R. George. 12mo. 350 pp. D. Appleton & Co., N.Y.
- An Experiment Station in Race Improvement. Frances Maule Bjorkman. *Review of Reviews*, Vol. XLIV, No. 3, p. 326.
- Growth and Education. John Mason Tyler. 294 pp. Chapter XVI, "Manual Training." Houghton Mifflin Co., Boston.
- Moral Principles in Education. John Dewey. 60 pp. Chapter II, "The Moral Training given by the School Community." Houghton Mifflin Co., Boston.
- Home, School, and Vacation: A Book of Suggestions. Annie Winsor Allen. 220 pp. Page 39 ff., "A General Scheme of Education." Houghton Mifflin Co., Boston.

- The Child and the Book. Gerald Stanley Lee. 161 pp. Page 45 ff.,
"The Country Boy in Literature." G. P. Putnam's Sons, N.Y.
- Healthy Boyhood. Arthur Trewby. 63 pp. Monograph. Longmans,
Green & Co., N.Y.
- Power through Repose. Annie Payson Call. 201 pp. Chapter X,
"Nature's Teaching." Little, Brown & Co., Boston.
- Fingerposts to Children's Reading. Walter Taylor Field. 275 pp.
Chapter III, "A List of Books for Home Reading." A. C. Mc-
Clurg & Co., Chicago.
- Euthenics — The Science of Controllable Environment. Ellen H.
Richards. 162 pp. Chapter III, "Community Effort Needed."
Whitcomb & Barrows, Boston.
- Vacation Employment for the Boy.* W. A. McKeever. 16 pp. Pam-
phlet. Published by the author, Manhattan, Kansas.
- The New Industrial Day. William C. Redfield. 275 pp. The Cen-
tury Co., N.Y.

CHAPTER IV

VACATION EMPLOYMENT—Continued

CARING FOR LAWNS

MANY town boys succeed at the various tasks of keeping a lawn in order. Mowing the grass, clearing off rubbish, tending flower beds, and taking out noxious weeds are some of the common requirements. The author once knew of the case of two boys who went into partnership in the lawn-mowing business and the scheme worked very well. The father of one of them vouched for their reliability, and he also drilled the boys in the matter of giving value received. They secured a good, sharp lawn mower and a rake, and went to work, charging fifty cents to a dollar for each lawn.

Householders are always ready to pay a fair price for first-class lawn mowing, but they are often afraid of botch work and damage to the shrubbery on the part of boys. Before starting the young son out in the business, it is advisable to drill him sharply in the detailed fulfillment of his contract. Then, suppose he be given written credentials as follows:—

“To Whom It May Concern, — I am anxious to have my boy Henry learn to do all kinds of useful work, and wish therefore that he might be employed to mow some lawns. I ask that he be carefully directed in the desired manner of doing the work and that he be paid a fair remuneration for his time. I shall personally guarantee his

faithfulness, and I ask as a special favor that any failure to perform his full duty be reported to me at once.

“Respectfully,

“_____

“Henry’s Father.”

The foregoing written assurance of faithfulness will tend to give the young worker confidence and courage. It will win business where other unprepared applicants fail to get a contract. Best of all, the boy will thus be set to reflecting secretly and helpfully about his own worth and integrity. One season’s experience in lawn work by such a well-advised youth will give him a neighborhood reputation for honesty and industry such as will carry weight far into his future career.

Sometimes a boy will go out in search of one kind of employment and unexpectedly find something else. Such was the experience of a large eleven-year-old who applied at the house of a well-to-do widow for a place as fruit gatherer. “No,” said the woman, “I want a boy like you in my flower garden.” In less than a week the youth began to manifest an interesting familiarity with the plants and the proper methods of their care and propagation. His employer was a person of unusual botanical knowledge, and she taught the boy with systematic detail how to do his work, not omitting ample payment for his services. This boy found his true calling in that flower garden and is to-day a successful florist.

DELIVERING GOODS

Let us keep constantly in mind the thought of making every form of vacation task conform to the needs of the boy for growth in character. Yes, he must have an income; he needs to have money to save and to spend, but the money must never be taken in exchange for compro-

mising conduct. The close of each day must find him one step further on toward clean and ennobling manhood. Helping on a delivery wagon may prove to be satisfactory vacation employment for the boy, provided the oft-repeated warning of close supervision be carefully heeded. If one be an anxious father and desirous of learning what sort of company a youth may fall into on the delivery wagon route, let him study the work in all its details for a few hours. The drivers are made "wise" on many occasions, as they make their many back-door calls at all sorts of shops and private homes. As they go from place to place the temptations to smoke and drink and otherwise debauch themselves are never wanting during the course of any busy day.

The young employee in the delivery business will necessarily go out at first with a companion and guide, and this companionship may be a permanent one necessitated by the nature of the business. Now, who is this companion? the parent has a right to demand. How can it be ascertained that he is at all fit to associate with boys? Probably the only way to ascertain the nature of the older employee is by questioning the boy himself—by finding out what sort of language the former uses and what subjects he delights to talk about. In the case of a small concern the father or mother may call on the employer and obtain a fairly clear understanding of what the son's duties and associations are to be.

The drivers of grocery wagons are often subject to the temptation of stealing from the packages something desirable to eat. Such liability to temptation must be met with forewarnings and admonitions. It is even advisable to arrange that the hungry youth be provided in an honest manner with the knickknacks which he might be tempted to steal from the wagon.

Deliverymen often acquire habits of shiftlessness and of "soldiering." The ideal of honest service in the performance of such work as they are required to do cannot be too strongly held up before the mind of the young employee. Again, there are abuses which overtax the immature strength, such as lifting heavy boxes and barrels. This heavy end of the load is often secretly shifted upon the boy by the shirking companion.

It is never advisable to have the boy engaged in delivering a kind of goods that are outlawed and contraband in some communities. For example, intoxicating beverages are believed by thousands of people to be destructive to health and good character. To be a party in handling such commodities — even though the parent knows that indulgence in the intoxicants by the youth is not at all probable — is to introduce evil suggestions into the mind.

Many boys find regular and profitable employment in the cities as house-to-house distributors of advertising cards and handbills. This practice is the safest as a means of employment when directed by a regular and responsible bill-distributing agency. But if one wishes to note the forms of dishonesty into which the distributors are subjected, let him but observe the piles of bills chucked into hidden places and thrown indiscriminately at the doors of cow barns, chicken coops, and the like. The question here is, Can a boy cover the assigned territory honestly and make the wages pay for the trouble? Possibly not, if we are to decide as suggested by the "short cuts" the bill boys take. And if not, then, the business is to be taken off the honorable list.

THE MESSENGER SERVICE

At first thought, message carrying appears to be an enticing youthful employment. The work usually calls

for neatness of personal attire and for the uniform garb which makes the boys conspicuous. In well-managed cases and places this is a very desirable juvenile occupation, but only during daylight hours. The day messenger service is usually of a strictly business nature. The boy delivers his packages and is hurried on promptly to the next errand.

With the night work, however, it is radically different. Many of the messages are of a social nature and must be carried into hotel rooms where convivial company is assembled, and into such places as saloons and brothels. Recent investigation of the messenger-boy work in certain of the large cities has resulted in the passage of ordinances forbidding the employment of boys and youths at such work after a stated hour in the evening. Startling disclosures revealing youthful drunkenness and worse forms of debauchery made it apparent that the night messenger service is an unsafe business for the young to be connected with.

So, if the boy be engaged even in the day service, it will be necessary for some responsible person to know precisely what sort of daily experiences he is having. It is well to indulge him in the habit of relating at evening the interesting features of the day's movements. Through this practice one will be enabled to prepare an antidote for each and every case of contact with situations that threaten the youthful morals and tend to poison his wholesome opinion of humanity at large.

THE HOTEL BOY

The position of hotel boy is usually conducive to either laziness or grafting, or both. Presumably the great mass of the people who conduct and patronize the hotel are as clean and honorable as the average citizen, but there is

nearly always something in the nature of underworld practice in the well-patronized hotel, and the boy is frequently used as a go-between in some vile transaction.

Without wishing to offend the many honorable hotel proprietors and the usual decent patronage, let us be specific in our definitions and descriptions as follows: There must of necessity be employed a number of minor clerks and cheap helpers around any hotel. These are often sought as agencies in the performance of some shady act, and that in spite of the proprietor's precautions. A vile woman in the guise of respectability puts up at the house. She must have some one to bring up the drinks and to carry messages to male companions of her own class. She rings for a bell boy and bribes him to go on her indecent errand. The exorbitant tips turn the boy's head and tend to make him a cheap sycophant.

And then, the various hotel positions open to a boy usually train him to practice deceitfulness and palavery for the sake of the tips he can work out of the patrons of the place. He soon falls into habits of laziness and slowly turns his mind toward the problem of getting a living in the easiest possible way. No, in the end it were far better that the boy be hired out to a washerwoman to carry her clothes basket to and from the homes of her patrons than that he be placed in any kind of hotel position.

The position of elevator boy is less free from debauchery, but it is even more conducive to laziness and mental stupor. In the very nature of things the boy will shrivel up in both body and soul in such a fixed monotonous position, especially at that time of life when he is all aquiver with the inner call to run and climb and struggle with the exciting situations in the open field and the woodland.

OFFICE BOY

The position of office boy is in some respects a desirable one for vacation employment. The duties are usually not at all arduous. In fact, the chief objection to such a place is often its lack of opportunity for active exercise. For example, in many large concerns it is customary to employ some one to meet callers and direct them in gaining admittance to the desired department. There may be many leisure hours for the boy during the day, if all the unoccupied moments be added together and these should be turned into good account. There are so many different kinds of tasks assigned to the so-called office boy that a general discussion of the situation is difficult. The following precautionary statements may prove helpful, however: —

1. One must make careful inquiry into the nature of the place before allowing the youthful son to take a position as office boy. Under an outward show of respectability, some are employing office boys to assist in conducting a criminal or an immoral business.

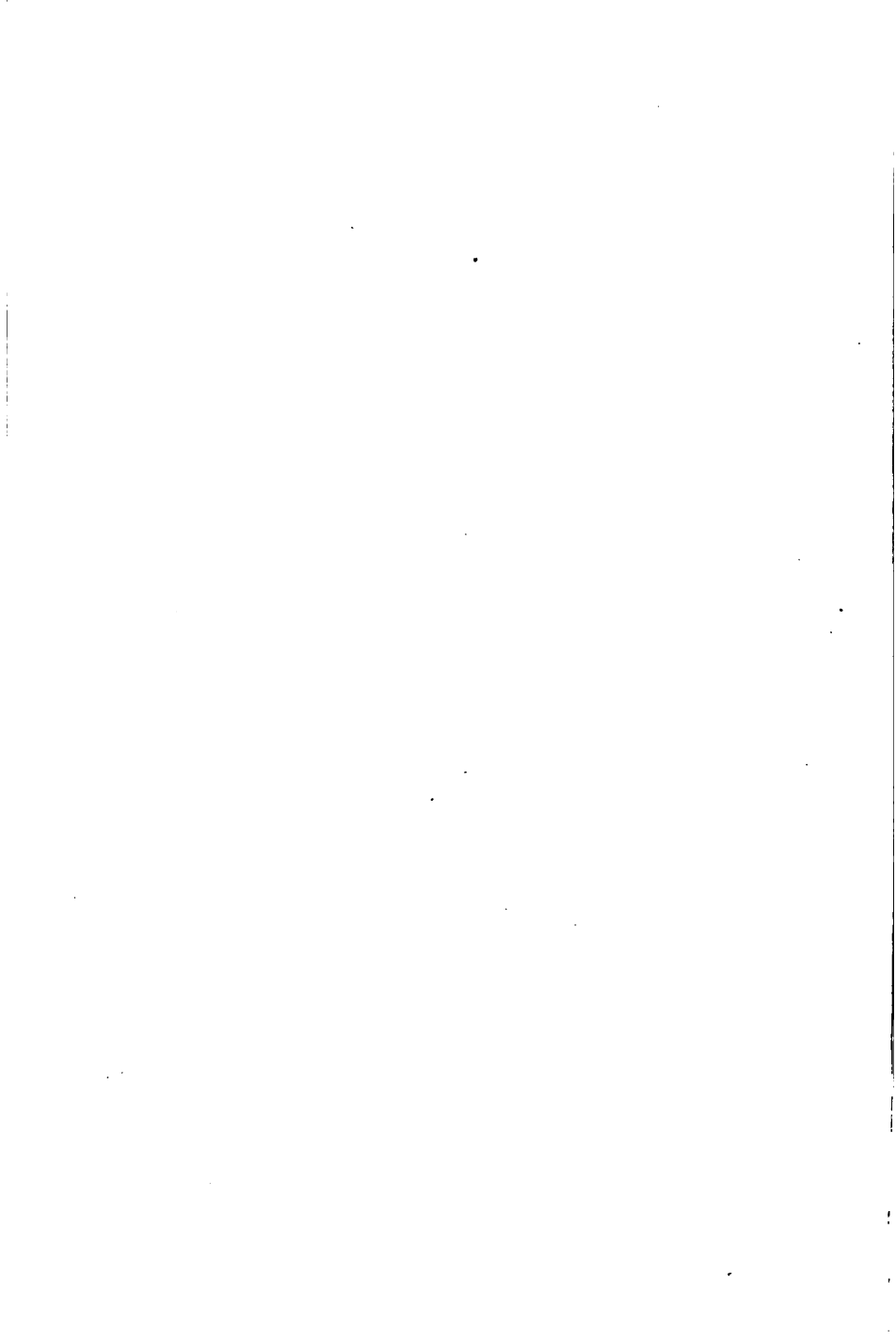
2. A few business concerns expect their office help to assist them in carrying on some practice that is not immoral or illegal, but that carries with it a tinge of deceit or fraud. The boy may be required to lie to office callers or to deceive those who make inquiries by telephone. The parent will find it necessary in such cases to decide whether or not he can afford to have his son learn about these "tricks in the trade," especially while so youthful.

3. On the favorable side, we may note the fact that many office boys find their work a preparatory training for a successful business career. However, one matter should by all means not be overlooked; namely, if the son is still young enough to be an office boy, he is too young



FIG. 5. — Many a great life has served an apprenticeship on the paper route.

PLATE V.



to go, to the best advantage, into a business to which the office work may furnish the introduction. His schooling should still continue along general lines and the usual amount of it still be done in the classroom. After a few years more of schooling and general experience-getting, the boy's native, better-matured desires may lead him far away from anything in the nature of the office work done at the age of twelve to fourteen years.

4. Finally, there will rest upon the parent the unmistakable duty of coaching the boy for each and every part of the daily office routine. Punctuality, promptness, politeness, unflinching attention to the assigned tasks, unvarying honesty, and a desire to give "good measure" in service — these are some of the lessons to be learned by the office boy. His mastery of them will most probably be complete and satisfactory only in those cases where a sympathetic parent or director stands ready to aid him.

If there be many half-hour periods of enforced idleness in the office position, it is highly desirable that there be some means at hand for wholesome employment of the mind. Well-selected reading is a commendable practice in such cases. Through the advice of experts the boy may be made to use these vacant periods in acquiring a taste for good literature. "Who selected that book for you?" was asked of a fourteen-year-old boy doing semi-leisure duty in a large newspaper office. "My mother," was the ready reply. The questioner was led to believe, after examining the character of the book, that the youth was getting more than his \$5 per week out of the employment.

THEATER EMPLOYMENT

Employment in connection with any kind of theater or show business is necessarily always seriously to be

questioned as being at all helpful to the growing boy's character. On the contrary, the author is morally certain that it spoils many boys and youths for honest, earnest application to some worthy life work in the years that follow. However, while we rank such boy employment low in the scale of character-building agencies, it is not impossible to ward off its adverse influences through the practice of vigilant home training.

One of the hurtful effects of the boy's employment in a theater is that of habitual indulgence of the craving for something to eat and drink. These things are constantly close at hand, and the suggestion that comes from others using them is a strong and well-nigh irresistible stimulus to the appetite. Another serious objection to the theater employment is that it usually throws the boy too much into close contact with people, forcing him to drop and forget the more natural juvenile practices and attitudes of mind and to take up too soon the manners of the adult. Like the apple on the blighted tree, ripening and shrinking up before its time, the theater boy becomes blasé and loses that freshening "greenness" and charm which naturally belongs to one of his age. His so-called social sensitiveness and much of the refining emotional response to the presence and acts of other people is thus drawn from his young life.

Least commendable of all of the theater positions for the youth is that of taking a part on the stage — unless it be foreseen that he is naturally fitted for a life work of this kind. But we are here thinking of the problem of the boy's general training and the rounding out of his entire best nature through the juvenile practices. In such a case the stage cannot be included in the list of helpful agencies, and its enticements should therefore be kept out of his youthful mind.

KEEPING A REFRESHMENT STAND

During the summer vacation many boys are seen on the street corners and in other out-of-the-way places running refreshment stands. Some of these boys are successful in earning and saving a considerable amount of money. If managed and directed by older heads, this work may be made helpful to character development as well. Lemonade, pop corn, home-made sandwiches, and the like are made to do service in this cause. Again, we conclude that the practice under consideration is not first of all to be commended as suitable for boy training in industry, but its value may be greatly enhanced by means of careful home supervision.

Perhaps the best method of procedure by way of inducting the boy into this mercantile industry is to secure him a place with some one of responsibility already in charge of a small business. In that event, he may start in to work at merely nominal wages, with the thought that the training received is part payment for the help rendered. The first concern of the parent is that of preparing the son to meet the new responsibilities, and the second that of preparing him to withstand the temptations. As to responsible duties, there will be those of promptness, faithfulness in carrying orders, and the observance of such forms of courtesy as will assist the employer in his business. As to temptations, there will be the matter of carrying away for one's own use things that should be paid for, and the further matter of failure to return to the till the full amount of change. Fortunately the cash register system is being installed everywhere, so that clerks are no longer subjected to the temptation of taking money from the business without rendering any return for it. The parent is cautioned against allow-

ing the boy to assist as salesman in a place where there is no check on his business integrity other than his youthful, undeveloped conscience.

If the boy attempts to run a small refreshment stand on his own account, he will need assistance in getting the right start. Two or three business ideals should be held up before him from the first. One is that of honest service in exchange for the money taken in. Cheap and adulterated materials may seem at the beginning to be very profitable, but the boy needs to know that the public will soon learn to consider him and his goods at their real worth and will treat him accordingly.

It is entirely proper to allow the boy who is conducting his own small business to look at it from the standpoint of money earning. But at the same time he can be trained in honest methods and in the habit of regarding his business somewhat in the light of a public service affair. As he approaches manhood and its call to a place of larger responsibility, his rightly directed youthful experience will naturally lead him to include public welfare and public rights in his plans for conducting his permanent business.

Our last word on the shop-keeping business for the boy is to advise against his clerking in either a drug store or a tobacco and cigar stand. There is no intention here of attacking these institutions as evil or harmful in a general way, but they are unquestionably not suitable as furnishing positions in which to place growing boys for early industrial training. Employment in either a pool hall or in a wine room is also out of the question, for similar reasons.

AVOID THE SWEAT SHOPS

More and more carefully the various states of the Union are enacting laws to prohibit the practice of working children under a given age — usually fourteen to sixteen —

in any profit-bearing institutions. But as yet there are many loopholes through which irresponsible persons may pass in violating the spirit of such laws. As a rule, no home work of any kind comes within the provisions of the law, the intention being to allow the child to do work as directed at home by the sympathy of his parents and at the same time to prevent his exploitation by organized industry. Contrary to the spirit of the anti-child-labor laws, and without seemingly any sense of the ruinousness of their acts, some parents are overtaking their own children under the guise and the protection of the home-work idea. These home sweat shops do not obtrude their wrongs against childhood upon the attention of the public as is the case with the big semipublic institutions, but their abuses are often both persistent and serious. For example, an Italian about forty years of age was making "stogey" cigars in his own house. He had appointed his mother-in-law, aged upwards of sixty, his wife, about thirty-five, and his little boy, aged nine, to do the work, while he was acting in the capacity of general manager. It was certainly pathetic enough to witness the painful, monotonous movements of the weary grandmother as she hurriedly rolled the tobacco leaves in the dope. But the sight of the little boy — with his body cramped and stiffened and his pinched face so expressive of fatigue and longing — was enough to arouse the resentment of any intelligent witness. The father pretended that the tired little urchin was free to run and play at will and that he was doing his turn at stripping the tobacco merely "for fun."

There are all degrees of the abuse of the child by means of slavery in the home. Unfortunately the busy parents have never had time and opportunity to learn how to make out a fair plan of training for their children. So the

sin of overworking the young in the home is probably one of ignorance rather than one of deliberateness. It may be put down as a certain indication of an awakened parental conscience if the father consults some outside counsel in reference to the industrial employment of his boy.

Aside from the warping of the body and the clouding of the mind so certain to follow in the wake of any class of sweat-shop practice in the life of the boy, there is always the danger of a narrow and one-sided training where the degree of enforced home industry is more mild. Suppose the father be a harness maker, a dry goods merchant, or a real estate dealer. It would probably be an error to confine the son to vacation training exclusively in that one line of practice. Other forms of disciplinary industry should, if possible, be made supplementary to that provided for by the home business. There may be an opportunity to give the boy the additional experience of doing such wholesome work as gardening and stock tending.

CHAPTER V

SERIOUS INDUSTRIAL EMPLOYMENT

TAKING the country at large, we find many reasons, incentives, and methods for putting boys and youths directly at some form of industrial employment. "The trade demands it"; "Industrial pressure makes it necessary"; "Criminal idleness is fostered by lack of it"; "It is the only way to make breadwinners"; "Trade-school training will make a satisfied and stable society." The foregoing are some of the reasons urged in support of the claim that boys should be hurried into some form of trade or apprentice employment of a strictly narrow and definite form. With the ideal standard of what may be the result for character development, let us now consider briefly a few of the types of industrialism being offered to children.

REGULAR WAGE EMPLOYMENT

Ever since the dawn of the manufacturing industries, children have been exploited more or less directly in the interest of the financial returns. As early as 1808 in the *Baltimore Gazette* (January 4) a cotton manufactory advertised for "a number of boys and girls from eight to twelve years of age to whom constant employment and encouraging wages will be given." Again in the *Providence Farm Journal* of January 14, 1828, we read: "Families wanted—Ten or twelve good respectable families consisting of four or five children each, from nine to sixteen years of age, are wanted to work in a cotton mill."

A very interesting report of the wage-earning children in certain manufacturing towns in Rhode Island, Georgia, Pennsylvania, and South Carolina is contained in Volume VII of "Woman and Child Wage Earners in the United States" and prepared under the direction of Charles P. Neill, the Commissioner of Labor. The investigators found 3042 children under sixteen years of age regularly employed in 83 different establishments. The majority of these children worked 54-60 hours per week and earned wages ranging from \$4 to \$5.40 per week. A few were working as many as 66 hours. More than half, 52.7 per cent, of these children were employed in violation of either the letter or the spirit of the anti-child-labor laws of the states in which they lived.

Among the numerous other items of interest in the valuable report, we find that —

A majority of these children left school between the ages of ten and fourteen to go to work.

In Columbus, Georgia, the white children regularly employed in the industries were 15 per cent of those in attendance at school.

In the same town 386 children were counted at the noon hour while they were entering three factories and carrying dinner pails. These "dinner toters" are paid 12½ cents per week for each workman served.

Many of these children were unable, on account of this employment, to attend the regular school, so in a few instances a primary industrial school has been established to meet their needs.

Almost none of the children employed in the industries investigated had any opportunity to learn a trade, nor were they conscious of any method or plan whereby such an achievement might become possible.

"Perhaps the most characteristic feature of this group

of families was the acceptance of work as the natural condition of the child, interfered with by rather incomprehensible laws which required him to waste a certain number of years in school, but to which he should properly turn as soon as this obstacle could be surmounted. A few families were found who had been in the country only a short time and had no idea of anything except work for their children; if they thought of the law at all, it was only to rejoice that their children were old enough to be exempt from its operation. In general, however, the attitude was not so much hostility to school attendance as indifference to it.

"Considering this group as a whole, it is evident that in most cases the withdrawal of the children from school could not be justified through pressure of circumstances. There was some indefensible exploitation of the child's wage-earning capacity by parents, some ill-judged sacrifice of one child to another, and a few examples of children working intelligently and purposefully to forward their own ambitions; but the most apparent feature was an indifference to education on the part of parents and children alike, and a disposition on the part of the former to cut short the child's school days for entirely insufficient causes.

"Some of the longest hours found were among the children who were working for their own relatives, especially in cases where the fathers had grocery or other stores and the children were expected to help them. In some of these cases, although the hours were nominally long, the children were allowed much freedom; in others they were strictly on duty for 72, 80, or 84 hours a week."

ASTONISHING IGNORANCE

The careful and reliable government report quoted from above is indicative of the vast amount of child-labor abuse that has continued in this country for a hun-

dred years. That the conditions found in the limited territory investigated are much more general, cannot be questioned. For example, it was found by the Douglas Commission on Technical and Industrial Training that 25,000 of the children living in Massachusetts, ranging in age from fourteen to sixteen, were employed at unprofitable and meaningless labor. It is astonishing that in this day of so-called enlightenment such a large number of parents are giving a willing or indifferent assent to this practice of throwing the precious lives of the boys and girls into the hopper of grind and greed. Fortunately, some of the states are exacting compulsory attendance at school of children sixteen years of age, and at the same time forbidding that any child of this tender age be employed in or about any factory, mill, or other such establishment.

As a matter of pride and honor, no self-respecting parent can afford to allow his child to be employed throughout the year for the mere sake of the wages. Wages for a boy's work can be excused only on the ground that the money thus received is to contribute toward the moral and spiritual uplift of the young worker himself.

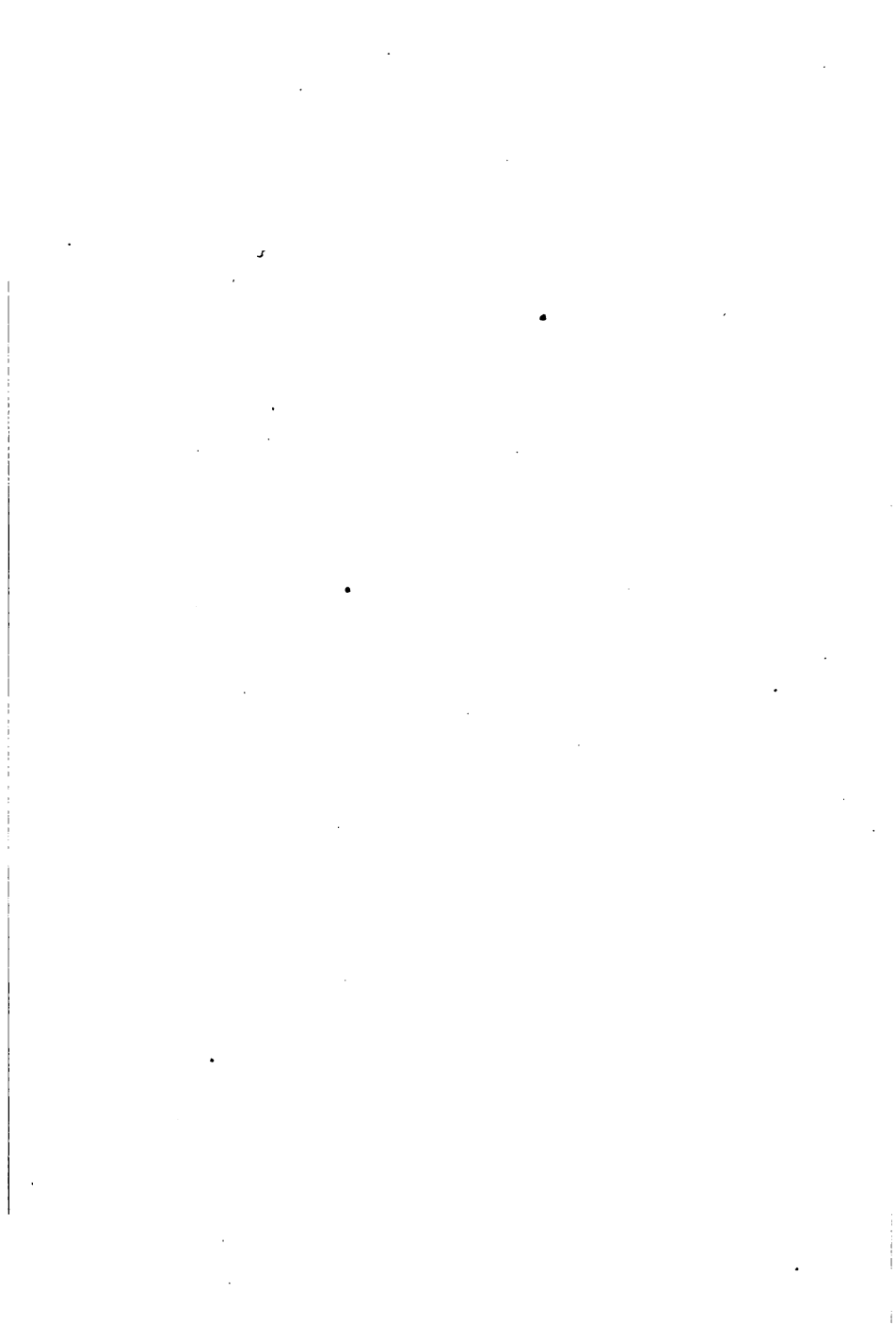
A PUBLIC SCHOOL FUNCTION

We have already sketched an ideal plan for providing for the boy's industrial training in the curriculum of the public schools as we do for his so-called intellectual training. It was stated that the industrial (reform) schools and a very few others had attained this high goal of extending the school duties throughout practically the entire year and of dividing every living day into interesting, alternating periods of play, study, manual industry, and recreation. But this magnificent order of life for the common child is destined to find a slow acceptance on the part of the conservative school officers.



FIG. 6.—A well-rounded boy who made an entire neighborhood happy with his flowers.

PLATE VI.



What, then, is the practical situation which the anxious parent must meet in an attempt to satisfy his desire for public industrial training for the boy? It is this: Many of the schools now have so-called manual training courses. Others are installing such work. This practice is of necessity somewhat mechanical in its applications and much limited in its scope. A little routine woodwork and occasionally some amateur practice in the blacksmith shop and foundry are about all that can ordinarily be attempted. But even then, the work given may serve as a most helpful introduction of the boy into the meaning of manual industry. And better still, it may prove to be the one thing which holds him in the school, as a part satisfaction of his instinctive desire to break away from the mere book work and seek some more active employment of his time.

Singularly enough, the mechanics and shop work in the schools, meager as they are, often give the motor-minded boy an opportunity to indulge his true nature and to bring up his low book averages. In order to show how differently the ordinary book teacher and the manual teacher or employer may view the same boy's efforts, the following statements are taken from the government report on child labor quoted at length above:—

"No. 1. An Italian boy, 14 years old, left school from the third grade, a helper in print work. Teacher's estimate—dull, below average in scholarship, incapable of high skill. Employer's estimate—bright, capable of high skill; highest probable position attainable, foreman at \$20 to \$30 per week.

"No. 2. An American boy, left grade five at 12 years old; is puller-off in glass factory. Teacher's estimate—dull, below average in scholarship and deportment; incapable of acquiring high skill. Employer's estimate—

bright, capable of acquiring high skill; good character, 'elegant boy.' Initial wage, \$3.60; present wage, \$6. Highest position will probably be glass blower in six years at \$60 a week."

"No. 3. A Welsh girl 15 years old, at leaving grade seven, works in a squib factory. Teacher's estimate — dull, below average in scholarship. Employer's estimate — bright, a good, reliable girl; may become a skillful squib maker, earning from \$10 to \$15 a week."

No better outline of tasks suited for making the manual training work mean something to the schoolboy, can perhaps be found than that given in an article prepared for *Manual Training Magazine*, Volume XIII, Number 4, page 340, by A. P. Laughlin. This work is planned for seventh- and eighth-grade pupils, and includes the following: —

1. How to measure accurately.
2. How to square lines accurately.
3. How to gage lines accurately.
4. How to read simple mechanical drawings.
5. How to make full-size mechanical drawings.
6. How to make scale drawings.
7. How to sharpen the plane.
8. How to adjust the plane.
9. The rules for planing.
10. The use of the crosscut saw.
11. The use of the rip saw.
12. Chamfering.
13. Boring holes.
14. Nailing.
15. Fastening with screws.
16. Making duplicate parts.
17. Scraping.

18. Sandpapering.
19. Staining.
20. Filling.
21. Finishing with wax.

ENCOURAGING THE BOY

Now, the purpose here of outlining the present-day status of manual training as offered in the public schools is to urge parents to coöperate with the teacher in making such training count to the best advantage in the son's life. Two types of boy especially need the coöperation here recommended. First, there are many boys who are naturally "bookish" and who are easily inclined toward a life of aloofness from manual industry. Most probably this predisposition points unmistakably to the kind of vocation for which the youth possessing it must be prepared. But he will fill the intellectual office best only after having come into a first-hand acquaintance with the meaning of manual industry. He should by all means be held to his assignments in the manual training department, but with generous allowances for the peculiarities in his temperament. The second type of boy here contemplated is the converse of the first. He shows a desire to run exclusively to the manual training work and to slight his books. A converse form of treatment to that urged for the first case is necessary. Allow for some remissness in the pursuit of the book lessons, but by no means excuse him from preparing them. The father's encouragement to stay in the school and master the whole course in the interest of a fuller manhood, should be forthcoming in support of the teacher's efforts.

Fathers are hereby urged to take the larger and broader view of the industrial work as a possible and necessary part of the school curriculum. The upward progress of

one's own boy is inseparably bound up with that of all the others of the home community. One cannot possibly go up to advantage while the others are going down through neglect or lack of opportunity. A more earnest advocacy of the enlargement of the manual training work in the schools, a better provision for the teaching facilities, an increase of the public taxation for such worthy purposes — these matters should appeal to every good citizen as part of his duties toward the common weal.

In many towns and cities the earnest parent will find reliable assistance in the matter of obtaining disciplinary work for the boy by consulting the secretary of the Young Men's Christian Association. Many of these institutions have juvenile departments and even free employment agencies. As a rule, the service extends only to the point of getting the boy and the employer together. Details of arrangements will have to be looked after by the parent.

Many of the large cities have instituted vocation bureaus with a full set of vocational advisers for the young. The most notable instance of the establishment of this important service is that of Boston where the late Frank Parsons first laid definite plans and gave the inspiration therefor. It is reported that the bureau is now placing about 15,000 persons annually at a cost of 90 cents per position. Grand Rapids, Michigan, has worked out a most excellent plan for correlating the school work and the shop work of the city. In scores of municipalities throughout the country this problem of a vocational adviser is being most seriously considered. There is good prospect that a definite and general plan for such service to the young will be perfected within the next decade. Every town and city needs an adviser and general director for the vocation activities of boys. Parents should not hesitate to consult such officers wherever they may be found.

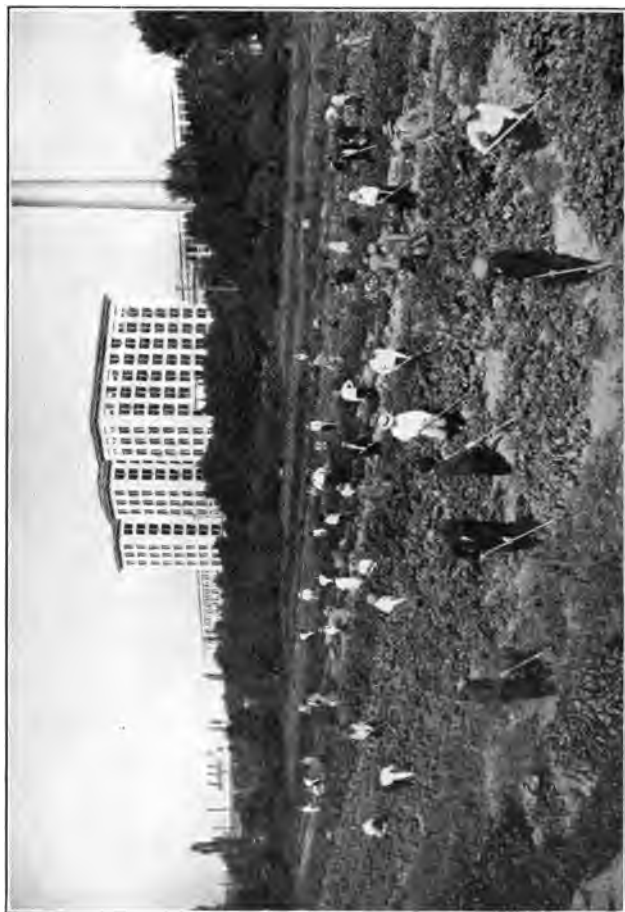


FIG. 7. — This picture shows how a great industry looks after the boys in employees' families.

VOCATIONAL ADVICE TO FOLLOW

The reader is reminded that this rather lengthy discussion of the industrial training has not been concerned first of all with the problem of the boy's permanent vocation. The chief interest has been that of considering the many ways whereby to make the boy acquainted with work and industry. It is more or less hazardous to attempt to select the vocation for the pre-adolescent boy. He is still in a state of undevelopment. Many of his best aptitudes are yet unawakened. No matter how fond he may be of some appointed task, there is absolutely no certainty of its being his first choice by the time he is a full-grown young man. In a lengthy discussion to follow this, the problem of the permanent life work of the youth will be considered under the subject of "Vocational Training." In that treatment such important matters as earning, saving, investing, and managing a business will come up for discussion. There will also be a serious attempt to make a complete and definite plan for leading the boy successfully through the school, the industrial training experience, and finally placing him in the life calling in which he can live most happily and realize his best latent powers.

LITERATURE ON SERIOUS INDUSTRIAL EMPLOYMENT

- Child Problems. Geo. B. Mangold, Ph.D. Chapter V, "The New Education." 381 pp. The Macmillan Co., N.Y.
- Wage-earning Occupations for Boys and Girls. Students' Aid Committee of the City Schools, N.Y. 10 cents.
- Pre-vocational Work a Preventive of Delinquency. Wilson H. Henderson. *Vocational Education*, Vol. I, p. 332.
- Thoughts on Business. Waldo P. Warren. First series. 237 pp. Chapter II, "Self-Improvement." Forbes & Co., Chicago.
- Vocational Consciousness in Manual Training. Alvin E. Dodd. *Manual Training Magazine*, Vol. XIII, No. 4. Manual Arts Press, Peoria, Ill.

- Democracy and Social Ethics. Jane Addams. 281 pp. Chapter V, "Industrial Training." The Macmillan Co., N.Y.
- Psychology and Higher Life. William A. McKeever. 270 pp. Chapter XIV, "The Psychology of Work." A. Flanagan Co., Chicago.
- Industrial Education. Various authors. (Pamphlet, 25 cents.) The Survey Associates, Inc., N.Y.
- Industrial Education. Kimball. No. 1. Educational Monograph Series. School of Education. Cornell University.
- The Child's Mind, its Growth and Training. W. E. Urwick. 269 pp. Chapter X, "Some Conclusions." Edward Arnold, London.
- The Mind and its Education. George Herbert Betts. 265 pp. Chapter IV, "Sensory and Motor Training." D. Appleton & Co., N.Y.
- Pamphlets on Corn Clubs and Similar Industries. Address: Extension Department, State Agricultural College of the home state.
- Vocational Education in Europe. Edwin G. Cooley. 347 pp. Report of the Commercial Club of Chicago.

CHAPTER VI

SENDING THE YOUTH TO COLLEGE

COLLEGE attendance is fast becoming a habit if not a tradition among young Americans. Our educational institutions are becoming more crowded every year, while endowment and equipment are trying in vain to keep pace with rapid increase of attendance. But notwithstanding this great number of fellow beings in the same institution, the first year or two at college will continue to be a period of startling events to the youth that has been brought up within the narrow restraints of the home. At this time life takes on an entirely new schedule of meanings to him ; and dissevered suddenly as he is from the fixed influences of home life, he is prone to become an easy prey to the enticements of the new environment.

The early college period being one of great temptation and much uncertainty as to its future outcome, it seems pertinent here to note definitely some of the dangers that beset the way of the young student and to point out to parents just how some of these difficulties may best be obviated.

IMMATURITY OF AGE AND EXPERIENCE

Many a boy is started in habits of idleness, shiftlessness, and immorality at the time of his entering college as the result of being thrown into a new environment too young and too little developed in moral self-reliance to withstand the shock of the sudden change. Such a youth being so willing a learner, the acts and suggestions of

his new-found associates take strong hold upon his mind and conscience. Hence, the urgent necessity that the first intimate friendships formed by the boy after leaving home should be of the most desirable nature.

As a means of gradually preparing the youth to withstand the evil temptations to which his immature years peculiarly subject him, it is suggested that he be placed for one year in some near-by secondary school where the supervision of his conduct will be more personal than at college, and wherefrom he may be able to return home for the Saturday-Sunday vacation. Thus the parents will have an excellent opportunity to discuss the new problems with him as fast as they come up in his life, and to assist him in making the necessary new adjustments. This may be called the gradual method of entering college.

MUTUAL CONFIDENCE BETWEEN PARENTS AND SON

"Is my son ——— in attendance at college there? He left two weeks ago for that point, but has not written." So runs a letter from a father, but the very tone of it indicates parental mistrust, if not indifference. Unless the boy writes back almost immediately after reaching his new location, there is something seriously the matter.

Now, on first leaving home, every boy needs a confidant and a spiritual adviser in the person of some mature man or woman — some one who thoroughly understands young life, and who knows how to give the youth wholesome advice and encouragement without preaching to him. Let this spiritual adviser be college president, member of faculty, or any other suitable person. During a long experience the author has known the case of only one young man who violated the confidence of such an associate. It has been the author's pleasure to have had a secret compact with many young college men who were

in some kind of trouble, and it has been a further source of pleasure to counsel with them with a view to helping them on their feet.

So this admonition may be offered to all parents concerned: Send the boy away to college with a full measure of mutual confidence and trust. Begin at once a most cordial and frank correspondence with him, giving all possible evidence of parental solicitude but no indication of mistrust. Whenever he confesses a fault, point out to him some splendid possibility that you see latent in him, picturing every concrete way in which he might make it an actuality. And then, bring him into association with a spiritual adviser if you can at all do so.

AVOIDING AN UNSUITABLE LODGING PLACE

Hundreds of young men fail in college for want of a congenial rooming place. Put it down as a serious matter if the boy is not comfortably housed in a place that has some wise and sympathetic oversight. The dormitory conducted merely for profit usually breeds shiftlessness and moral depravity among its occupants. A private home where exemplary conduct is insisted upon, a place in charge of such an organization as the Young Men's Christian Association, or a dormitory in charge of an expert disciplinarian employed by the college, will rank in suitability in the order named. If it is at all practicable, accompany the boy to college the first time and see personally to the selection of his room. There is much false economy in choosing a poor room as a means of saving a dollar or two per month.

One of the most common nuisances of the larger rooming house is the friendly loafer. He calls at evening with others of his class, "just to have a time," and stays till a late hour. A typical case of the kind and one reported to

the college was that of a well-meaning twenty-year-old youth who was literally driven home and cheated out of his college education for want of the tact necessary to free himself from the interferences of the student loafers who spent their evenings in coarse, riotous conduct in his room.

But the fraternity furnishes what is perhaps by far the most serious aspect of the lodging-house question at college. There are many attractive features about these clubs, such as good fellowship, a circle of congenial companions, and a means of quickly forming close friendships, but as a rule the studentship is below what it ought to be and the morals are often worse. It is true that in some of the Eastern institutions the Greek-letter societies include nearly the entire student body, but throughout the Middle West they constitute fewer than half the students in attendance. Indirectly, they teach many young boys to smoke, some to drink and gamble, and follow after vile women; and in not a few cases they alienate the boy's affections from his parents. The author has witnessed some most aggravating cases of the last-named class.

Now, it is apparent to the close observer of student life that there are two things very seriously the matter with the college fraternities. First, they take in too many young men merely on the reputation of clothes and a disposition to spend money freely. Second, the membership is constituted of too many mere boys, who have made no records as students. The high school fraternities have been outlawed all over the country because of their snobbishness and their interference with the discipline of the school, and there is a constant threat of legislation against the college fraternity. Just now the secret societies of a large Western university are reported by the press as being on probation because of low-class averages and low morals, and the same class of organizations in other large

institutions have recently been shown to rank very low in their student work. Wittenburg College, the Western Michigan State Normal, and the Oklahoma Agricultural College have eliminated the fraternities, while very recently the presidents of Cornell, Brown, Minnesota, and De Paw have spoken in radical opposition to them.

Two other charges that may be placed against the college fraternities are that they are undemocratic in spirit and that they increase the boy's expense account unnecessarily. To their credit it may be said that their members are uniformly polite (if they recognize a person at all) and that they usually stay out of student riots. In the author's judgment the majority of their objectionable features could be avoided if they would admit to membership only young men who have proved after two years' attendance that they are students of good rank both in morals and intellect.

Hence, there is offered this word of suggestion: Keep your boys out of the college fraternity till they have reached the junior, or at least the sophomore, year, and have made good class records. Until that point is reached, the secret society is a dangerous affair for the youth. After that it may be somewhat helpful, and it will at least do him little injury. When your freshman son gets ready to unite with the fraternity, he will be assisted by the several members in writing you a letter of astonishing force and persuasiveness in order to win your consent. Take the appeal considerately and do not yield till the conditions just named have been met.

TOO MUCH MONEY OR TOO LITTLE

Another source of danger to the character of the young man in college is the money supply. If he is allowed more than is actually needed to pay the ordinary bills, he tends

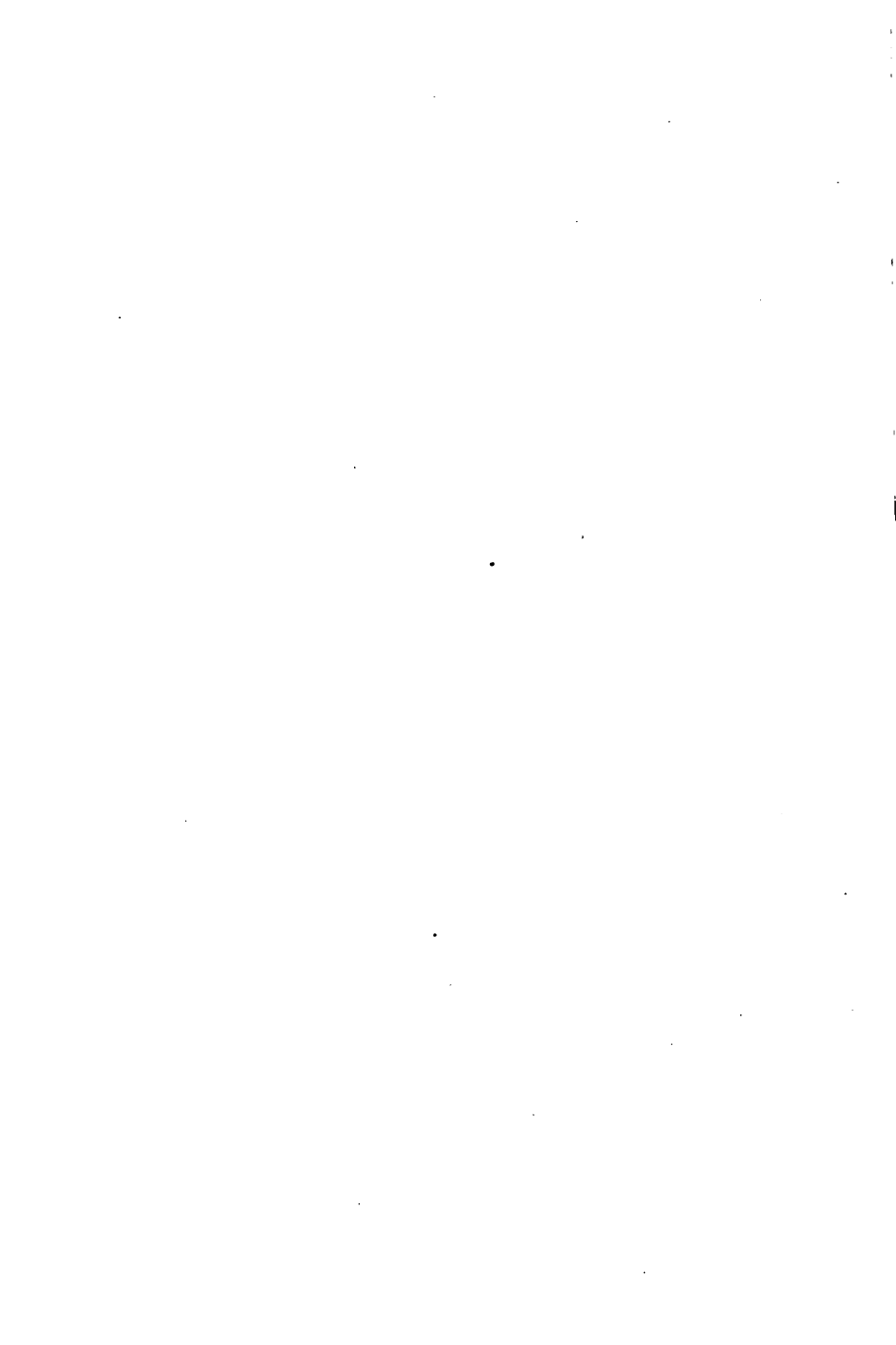
to be led into riotous living. One of the most serious problems of the parent during the years of growth of a son is to teach the latter the value of money. No matter how large the family income, this lesson is imperative, for upon its proper inculcation rests the boy's business and moral integrity. A college youth with an allowance of \$1000 annually has been known to be all the time distressingly in debt, while one of his mates was meeting bills promptly on an allowance of \$200.

Teach the boy to earn, and to save and lay by a part of his earnings for some commendable purpose of his own, say, his education. After such training it will be an easy matter to supply him with the additional amount necessary for his college education. But if your son has not learned the lesson of frugality and tends to be a spendthrift, it is advisable to place him on a reasonable but strict allowance. In order to determine just what his allowance should be, consult the college authorities and secure carefully prepared data on the subject.

The college youth who is forced to pinch and starve and struggle against other odds in order to get through his course appeals to our sympathy. The author has known hundreds of such cases, many of whom did surprisingly well, some of them being sons of well-to-do but penurious fathers who had a false conception of a son's just deserts. Such parents ought to realize that from a merely pecuniary point of view treatment of this kind is a loss, to say nothing of the loss to the boy of the opportunities for developing his altruistic feelings and motives. It is fair to expect and to require the young man to work with might and main during the vacation season, and perhaps some during the college term, to raise his own expense fund. But after this effort has been made, the sum accumulated should be supplemented with the necessary balance.



FIG. 8. — A young genius who will never know what it is to be out of a job.



EVIL ASSOCIATIONS

The college community, like most others, is never wholly free from the contaminations of the evildoer and the evil-minded. But these objectionable characters cannot always be distinguished at first sight. In fact, it is not a very unusual occurrence for a good clean youth to find himself yoked up as roommate with one of the viler sort. Not long ago a well-bred young man appeared with the complaint that his roommate had a habit of "cursing and swearing and telling obscene stories." The former was advised to move out immediately. So the question of a roommate is also one of first importance, for his influence upon the young freshman is second only to that of the college president or the favorite instructor.

Parents should therefore exercise great care in the choice of the living companion for their boy. In seeking for such a person, some of the traits of character to look for are: studiousness, Christianity, chronic cheerfulness, sympathy for fellow students, loyalty to the college, polite manners. Some of the certain evidences of undesirability in a college companion are: poor studentship, scoffing at religion, profane and obscene language, loafing with coarse men and boys, visiting saloons, billiard halls, or houses of ill-repute, smoking, and the like. Unfortunately, these matters cannot always be determined upon mere inquiry, and the innocent college youth is made aware of them by degrees after his lodging mate has been chosen. But, even then, an immediate removal to other quarters is imperative; for, "Vice is a monster," etc.

Perhaps the most innocent-appearing form of the evil associate that a boy is likely to fall in with at college is the idler and loafer. The latter usually has a way of minimizing the importance and necessity of doing faithful class

work. He insists that college is not so much a place for study as it is for learning the affairs of the world at large, and he is often very tactful in managing the instructor and securing a passing grade from him. He is out much evenings at the theater, the dance, or simply calling among friends; and to the youthful student he seems to be skimming the very cream of life without doing much to earn it. But the young freshman must be put on guard against this loafer's seductive ways.

VICIOUS HABITS

Evil associations are the first steps toward evil habits. And the point of least resistance to temptation is found when some one urges the suggestion that "everybody does it." That particular argument usually brings the youthful freshman to time if anything will. A certain young man attended one college six successive years and managed in that time to get into the junior class. He was known to be an expert at inducing younger boys to learn to smoke. In fact, he seemed to possess a passion for this thing, as he always carried a good supply of materials which he would furnish free of charge to learners. Three of his victims came personally to the attention of the author, who attempted in vain to assist two of them to break off the habit after it had got a firm grip on them. All finally failed completely in their college work before reaching the junior year, and had to leave.

Elsewhere (in a widely circulated bulletin entitled "The Cigarette Smoking Boy"), the author has made a study of 2500 cases, and has shown that the smokers among college students rank $17\frac{1}{2}$ per cent lower in their class work than the non-smokers; also that they are predisposed to half a dozen serious ailments in the eyes, throat, lungs, heart, and nerves. In the Kansas

State Agricultural College, enrolling about 2500 students, few of the habitual smokers are able to be graduated, and none ever come through as honor students.

Drinking is not nearly so common among students as smoking, but it is very prevalent in many of the educational institutions that are located near large cities, or where open saloons are accessible. Here Saturday night catches many young men students returning at a late hour in varying degrees of intoxication. Another habit almost certainly to be found connected with drinking is that of associating with fallen women, and the Saturday night debauch usually includes a round of this kind. Parents who send their sons unattended to institutions where such practices are common are certainly assuming a very grave risk.

Billiard halls and gambling places also claim the attention of a good many college students. But if the young man who is just finding his way in a new college environment will pause long enough to take down a list of the persons frequenting these places, he will find the better class of men and boys conspicuously absent. On the other hand, the street loafer, the illiterate, the more or less morally depraved, will be found there.

Finally, it may be said that the four-year period of attendance at college brings about startling transformations in the character of the ordinary boy — transformations, too, that make him or mar him for life. A great weight of responsibility rests upon the parents in relation to all this.

LITERATURE ON SENDING THE YOUTH TO COLLEGE

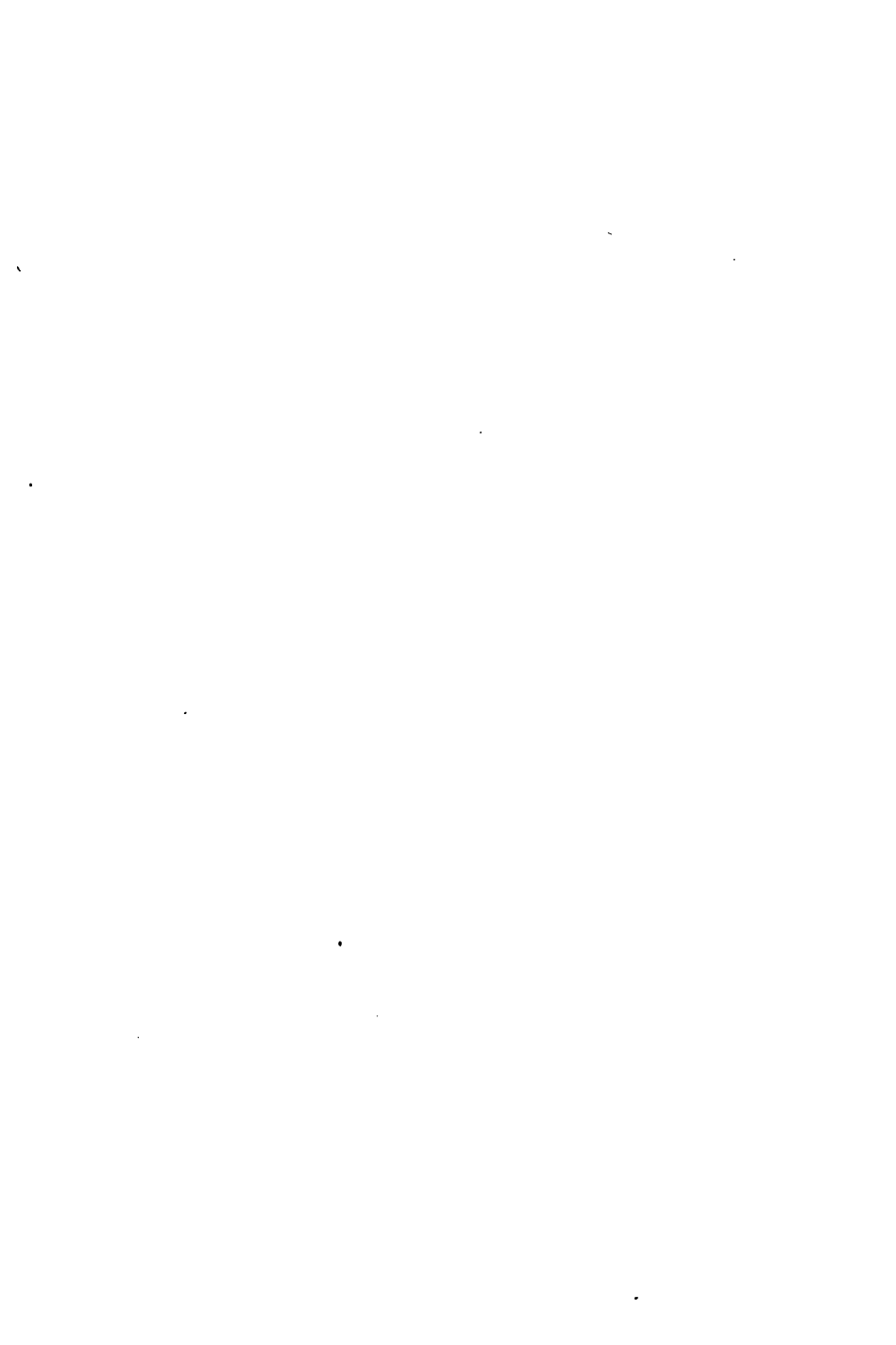
Working One's Way through College and University. Calvin Dill Wilson. 12mo. A. C. McClurg & Co., Chicago.

The Need of Practical Physical Training. William A. McKeever. *Physical Culture Magazine*, Vol. XXVII, No. 5, p. 471.

- Measuring Educational Processes through Results. L. P. Agers. *School Review*, Vol. XX, pp. 300-319.
- Play as an Antidote to Civilization. Joseph Lee. Playground and Recreation Association of America. 1 Madison Ave., N.Y. 10 cents.
- The Cultural and the Vocational in the College Curriculum. *Education*, Vol. 32, p. 284.
- Earning Power of Young College Men. *Literary Digest*, Vol. 44, p. 212.
- Routine and Ideals. L. R. Briggs. 232 pp. Chapter VI, "The Mistakes of College Life." Houghton Mifflin Co., Boston.
- Value during Education of a Life-career Motive. C. W. Eliot. 48th Annual Volume, National Educational Association.
- Education Best Suited for Boys. R. P. Halleck. 44th Annual Volume, National Educational Association.
- The Best Thing a College does for a Man. President Charles F. Thwing. *Forum*, Vol. 18, p. 579.
- Why Go to College? Clayton S. Cooper. 272 pp. The Century Co., N.Y.

PART TWO

SOCIAL TRAINING



CHAPTER VII

PLAY AND PLAYTHINGS

THE parents of America do not seem to realize that fully one third of all the elements which go to make up the character of the adult come directly from the play experiences of the child. As evidence of the utter lack of appreciation of the strongest of all the earlier human instincts, it may be shown that parents are providing their children with extremely scant apparatus and opportunities for wholesome play. If the reader doubts this statement, let him make a brief tour of investigation in any residence portion of his own city, town, or village, or of any near-by rural section and learn how meager indeed are the play facilities within reach of the growing children. High and low, rich and poor, are alike guilty of this particular form of neglect in respect to the needs of the young. And yet, how easily and inexpensively there may be provided all the play apparatus necessary for the entertainment and the development of the boys and girls !

WHAT CHILD PLAY MEANS

There have been advocated several theories of the meaning of play. One of these theories is that play is recreative, that it gives the player rest and diversion from other and more serious forms of activity. Then, there is the surplus-energy theory, which holds that play furnishes the means of allowing the surplusage of nerve energy to escape, thus quieting and satisfying the individual. The third theory, and the one that is regarded by scientists

to-day as having the greatest meaning, is in effect that the play activities of the young are intended by nature to furnish the manifold forms of experience necessary to prepare one directly for the serious tasks of adult life.

So far as the human young is concerned, all three of the foregoing explanations are doubtless applicable. Play is recreative, and it also gives escape for pent-up nerve energy; but its most profound meanings are seen to be associated with matters of character development and social ethics. To know how to get along with people, one must have begun in childhood to mingle with them through their play experiences. The play world of the child, like the business world of the man of affairs, is constantly a matter of dealing with others. How they think and feel and will as expressed by their acts during childhood, their crude devising of the means of play, their sudden outbursts of passion, their headlong blundering in an effort to do some preconceived thing — all these and more, when observed by the infant learner, furnish both the stimuli and the models for his own trials and errors and teach him what life is.

But in many instances the parent must assume the attitude of another child in order to induce his own child to play wholesomely. And the first requisite is some simple apparatus. It may be truthfully asserted that the healthy child will play in some form, even though there be nothing more than an ash heap and a few sticks and stones to constitute his working materials. But to narrow his childish practice down to these meager incidentals is the equivalent of expecting him to obtain a book education from the use of cheap almanacs and any other pieces of literary trash that he might chance to pick up. It must be realized that this carelessness in providing a place to play and materials therefor amounts to a great wrong against

child life and a still greater wrong against the coming generation of men and women who are destined so soon to manage the affairs of the nation.

WHAT CAN BE DONE?

The first requisite for giving aid and indulgence to the playful spirit of the boy is mere interestedness or willingness on the part of the parent. A very few dollars will pay all the necessary cost, and a very few hours' work will do all the needed construction. The following materials, nearly all of which can be placed on even a little cramped back lot, will illustrate what is meant. Indeed, many of these things may be set up on the back porch of a flat building and there serve the purpose. This list of playthings is sufficient to engage the interest and enthusiasm of the ordinary boy during practically all of his pre-adolescent years: —

Baby swing	\$.25
Sand box . . . . .	.75
Teeter board . . . . .	.75
Sliding board or chute . .	.50
Wire trolley . . . . .	.60
Rope swing . . . . .	.50
Play wagon	<u>.75</u>
Total	\$4.10

When the small total cost of these materials is observed, is there really any good excuse for not providing them? Moreover, it is not necessary to procure more than two or three of the pieces at any one time. In fact, it is bad for the boy to have many playthings at once. Give him one or two, withholding the others, thus preventing his becoming tired of them all. When the interest in one

article seems to be waning, it may be hidden away for a few weeks and then brought out with its new, fresh appeal.

THE SWINGS

As soon as the baby boy can walk about the house, procure a baby swing and hang it from the ceiling of the house or porch. This will delight him for hours every day and enable his mother to be more free to carry on her work. As soon as he is old enough to hold fast with his hands, the larger rope swing may be provided, and he may be taught in a very short time to swing himself. If the baby swing cannot be obtained at the local store, an inexpensive one may readily be made as follows:—

For the seat, procure a piece of board one foot square and bore in each corner a three-eighths inch hole. Take two pieces of quarter-inch rope and knot the four ends underneath the four holes in the seat. You now have two loop ends, which may be knotted to prevent slipping and secured to the ceiling or upper frame of a wide doorway by means of screw hooks. To hold the child securely in the swing, take two one-foot lengths and two eight-inch lengths from an old broom handle. Pierce these at the ends with three-eighth inch holes, using the longer for front and back and the shorter for the sides, and passing the four strands of the rope through them. Secure the side bars ten inches above the seat. The front and back will rest on these.

Boys are especially fond of playthings that seem too big for them. So in making the rope swing, one must look for the highest limb or beam available. One of the secrets of successful swing making is to have the suspension beam as firm and unyielding as possible. A bending limb will cause a swing to move in a winding fashion and will deaden its motion. In making the seat of the larger

swing, much steadiness and comfort will be obtained by using a board about eight inches wide with holes in each corner. Loop a three-foot piece of the rope in each and tie the long suspension ropes into the loops. Provided with such a plaything, a very small boy will soon learn to swing himself to a great height.

THE SAND BOX

Every little boy should have a box of sand with which to learn his first lessons in molding, railroad construction, and bridge building. No ordinary house is too small or cramped to allow space for such a helpful device. One may go to the grocer's and secure an ordinary box about four feet long, three feet wide, and eight to twelve inches deep. A quarter will buy the box, and fifty cents, or slightly more, will pay for enough sand to fill it half or two thirds full. Now, give the child a few old spoons, tin pans, and the like, and turn him loose, thus furnishing him interesting occupation for many hours daily and during a period of many weeks.

It will be necessary to water the sand occasionally so that it will readily mold into forms, and to suggest a few ideas for the little man to carry out in his sand work. Frequent expressions of appreciation of what he is doing will stimulate him to greater and more continued effort; for it is not too much to urge that even the little three-year-old must "get somewhere" in his play activities and thus take an early step toward steadiness of purpose.

It will not be difficult for the interested onlooker to observe that the child playing in his sand box is really feeling his way toward the social world. Every little act is done with the thought of people, in imitation of them and with some expectation of their approval. Watch the infantile mind as it grasps the ideas of play, and note how

intimately every childish movement is related to social custom and practice.

THE TEETER BOARD

Of course it takes two to engage in this old-time play. Borrow a child to match your own if you have but one. Then obtain a two-inch plank, twelve feet long and eight inches wide. Make a wooden sawhorse about two feet two inches high. Then, make small shallow sand pits at the places where the ends of the teeter board strike the ground in order to prevent jarring, and the thing is ready for use. There are many small devices for adjusting the board to the horse relative to the difference in weights of the children.

A very satisfactory combination of the seesaw and merry-go-round may be made as follows: Set in cement a short, stout post so that it will stand two feet three inches out of the ground. In the center of the top have a half-inch hole and drive therein a headless bolt of the next larger size. For the seesaw, use a two-by-ten plank fourteen feet long with a large hole in the center to fit loosely over the projecting top of the bolt. Two boys will chase each other around the circling board for many miles without tiring of the play.

THE SLIDING BOARD

Children never tire of this simple piece of play apparatus. It involves a principle which is fundamental in many of the most delightful games of the young; namely, that of falling through space. The swing, the seesaw, the sliding bars, and the like are other examples of this sort of apparatus. A pine board fourteen feet long, ten inches wide, and one inch thick will be suitable; cost, forty cents. See that the grain is turned the right way and the board



FIG. 9. — Learning to work while he is learning to play.



FIG. 10. — "Batter up," True character development passes through this point.

well smoothed and then cover with ten cents' worth of ordinary floor wax. For very small children it may be necessary to nail on side pieces four inches deep, thus making a trough. It will be an easy matter to provide a means of reaching the upper end of the board, as the descent may be made from an up-ended box about five feet tall, or from the limb of a tree reached by a small ladder. A two-year-old child will soon learn to climb this ladder in perfect safety. Provide heavy wire hoops for him to hold while seating himself at the top of the chute, also a small pit of sand or sawdust for him to light in at the bottom.

This plaything, like nearly all the others, serves its true purpose better if the boy using it can have one or more neighbor boys to join him in the fun. The thoughtful father will never be too busy to stop for a half hour each day and participate in this sport with his young son. If there be several boys at hand, the father will not lose the opportunity to teach them how to line up for their turn, how to help and not hinder each other in getting into the chute, and how to observe other ideas in social ethics.

THE WIRE TROLLEY

Of course this piece of apparatus requires some distance through which to stretch the wire. Fifty feet will do very well, while seventy-five feet will be entirely satisfactory. From the hardware store obtain a smooth, heavy wire about as large in diameter as an ordinary-sized lead pencil and with it a small trolley wheel. The price of the two will be sixty cents. Fasten the upper end of the wire to a tree or a corner of the house thirteen or fourteen feet above the ground. Fasten the lower end to some other firm object close enough to the ground for the player's feet to strike, and allow him three or four steps

to run in stopping. Attach a cross stick to the trolley by means of a piece of rope, and provide a trailing cord with which to draw the wheel back. The speed will be regulated, after a little experimentation, by means of raising or lowering the upper ends of the wire or by means of varying the tension. A tight wire will insure a greater speed and a loose wire a less. Oil or soap the wheel and wire freely to prevent the jerking motion.

If the father wishes to make himself "solid" with all the boys of the neighborhood, let him construct the trolley glide after a somewhat more substantial plan and invite the gang in to enjoy it. His own boy will get ten times more good out of this sport if there are others of his class to participate. An ideal arrangement of a trolley for the crowd would be as follows: Select if practicable a place where the ground slopes at an angle of about 25 degrees, secure a one-hundred-foot woven wire cable at a point six feet above the ground at the upper end and five feet or less at the lower. Use two trolley wheels united by iron bands, instead of one, and suspend therefrom a heavy crossbar upon which the boy may sit while descending. Attach a very light trailing rope long enough for the rear end to remain fast at the upper point. This trailing device will allow for a quick return of the trolley.

BLOCKS AND MORTAR

The healthy-minded boy is fond of constructive play, and he can easily be supplied with all the materials necessary for indulging this wholesome instinct. As an easy method of obtaining a liberal supply of building blocks at a nominal cost, one may go to the nearest planing mill and have them made. For this purpose use a strip of clean white pine, one-inch material, two inches wide. Cut two lengths of the blocks, about an equal number of

four-inch and eight-inch. These lengths will allow for easy and symmetrical constructive work by the boy; besides, they are easily handled and quickly cleared away after playtime is over. It is needless to urge that the owner of such blocks will be proud of them and that he will make them the point of contact for getting much valuable social experience. The presence of the blocks will also furnish many an occasion for teaching the boy to pick up and care for his own things.

If one wishes to secure a more expensive and artistic set of blocks, there can be found at the larger toy stores a set of those of stone or tile manufacture. These are usually provided in two or three colors, making possible the imitation of many beautiful forms of solid masonry.

There is a strong predisposition on the part of small boys to do some kind of mortar work. A toy hod and trowel, together with a quantity of sand mortar, will long serve as helpful and stimulating materials for two or three five-year-old industrialists. Occasionally it may be practicable to bring home a small quantity of real cement and thus to encourage the child in doing some really substantial work as a mason.

THE TOY WAGON

No boy should be required to grow up without owning and enjoying a toy wagon. If he has outside space — a back yard or lawn — in which to use it, this plaything should be strong and large enough to bear his own weight. None of these play materials need be high-priced or new in their appearance. Service is what the boy wants. Almost any old wagon will do, provided the child can use it constructively in his play. If there be a smooth walk or pavement, one may obtain a small wagon with iron wheels, price about sixty cents, and the five-year-old

is ready for business. As a splendid diversion, in case there are numerous children playing together, remove the box from the wagon, lengthen out the trucks, and secure thereon a board one by four feet. Upon this five or six small children may be hauled at one time, thus furnishing them the excitement and hilarity for which their natures hunger. Do not hesitate to borrow your neighbor's children to help make up the load. Then, play that you are the horse.

The play wagon is almost certain to draw a crowd, and it should be permitted to do so. The more the merrier, provided the young boy gang be held under wise supervision by some one who knows juvenile life. It is really the foolish or badly mistaken type of parent who secures for his boy an exclusive and high-priced type of vehicle. For example, a father of ordinary means spent \$10 for a beautiful, rubber-tired toy automobile for his six-year-old son to use on the front walks. From the use of that plaything, the proud owner got his first lessons in snobbery. It was too good for the other boys to touch. They must be content to stand by and watch him and wish they were so fortunate. This mistreated young American soon learned to believe that he was really better than the others, while they learned to envy and despise him and to devise means of annoying him. The father could have done his own boy and the young social democracy a far greater service by securing a rough old push-cart and asking all the gang to jump on and ride.

THE PLAYHOUSE

Now, if there is room for it, and the time and expense involved seem not unreasonable, make the boy a playhouse in the back yard, a real house of his own, as follows: For the corners, place upright four-by-four scantlings six feet

long, securing each to a firm stake driven into the ground. Upon this firm foundation, erect the building, making it of any desired dimensions — even four-by-six will serve the purpose very well — and ordinary lattice work for the walls. Over it all place a low hip roof with a moderately wide eaves, making it as nearly water-tight as possible. Break up a dry goods box and obtain boards wherewith to make the roof and also the benches and shelves.

The boy will desire to have his house represent a real dwelling. So it will be helpful to make a small “upstairs” to be reached by a ladder, and to cut the openings to resemble door and windows. Many crude furnishings for the house will readily suggest themselves to the boy after he has once been started in constructing them. He will also get much enjoyment from being allowed, as best he can, to nail on the shingles.

This crude house will long remain a social center for the boy life of the neighborhood, and much good will thereby result from its construction — provided a wise oversight be exercised in the management of the affair.

LITERATURE ON PLAY AND PLAYTHINGS

Those who are especially interested in a study of play life for boys will find the magazine *The Playground* invaluable. It is published by the National Playground and Recreation Association, N.Y. The same association will furnish a long list of books and booklets on Play at a nominal price.

The Essentials of Character. Edward O. Sisson. 214 pp. Chapter II, “The Treatment of Natural Tendencies.” The Macmillan Co., N.Y.

Play as Medicine. Joseph Lee. Vol. V, No. 8, *The Playground*. The Playground and Recreation Association of America, N.Y.

Indoor Games. Cornelius Baker. 200 pp. Association Press, N.Y.

Children at Home. E. McCracken. *Outlook*, Vol. 100, pp. 925-935.

- Wider Use of the School Plant. Clarence A. Perry. 404 pp. Chapter III, "Evenings Abroad." The Survey Associates, Inc., N.Y.
- American Playgrounds. E. B. Mero. 270 pp. The Dale Association, Boston.
- Plays and Games for Schools. C. P. Cary. 86 pp. Democrat Printing Co., Madison.
- Games for the Playground, Home, School, and Gymnasium. J. H. Bancroft. The Macmillan Co., N.Y.
- Children's Singing Games, Old and New. M. R. Hofer. A. Flanagan Co., Chicago.
- Education by Plays and Games. G. E. Johnson. Ginn & Co., Boston.
- Book of Indoor and Outdoor Games with Suggestions. Mrs. B. Kingland. Doubleday, Page & Co., N.Y.
- Spalding's Official Indoor Baseball Guide. No. 9. American Sports Publishing Co., N.Y.

CHAPTER VIII

PLAY AND PLAYTHINGS — Continued

THE TRICYCLE

At three years of age the boy will be old enough to learn to ride a tricycle and may learn much from the use of it, provided certain rules of conduct be observed.

In all these methods and devices for assisting the child to play and to gain the advantages of a widening sociability, we have constantly in mind the ideals of democracy. To be at his best, the boy must not feel that he is in any sense lifted above the common crowd or placed at a social advantage over his playmates. He must feel that he is one of them and acting with them. Therefore, in providing him with such a plaything as a tricycle, it is far better to secure a moderately cheap one, giving him an idea that it is his own, that he must take care of it, but at the same time share its pleasures occasionally with the neighbor boys. The owner of the vehicle is of course to have the first right to its use and at all times to have the care and supervision of it. If this matter of ownership and care be rightly looked after, the socializing value of the tricycle will be greatly increased. If, on the other hand, a high-priced, rubber-tired, finely polished tricycle be given to the youthful son along with a few hints of how it is going to place him in a position of superiority over the other boys, and how he must keep them from touching it, and so on; then we have illustrated the first lesson in imbuing the young mind with the idea of caste distinction.

THE BICYCLE

By the time the boy is seven or eight the parent may see fit to obtain a bicycle for him. This is certainly a most stimulating prize for any boy, and it may be made to perform the combined service of giving pleasure, social experience, and practical help to its owner. Those not accustomed to a bicycle in the family will be surprised at the large number of occasions on which the boy may use it in running his everyday errands.

But with the coming of the bicycle, there will arise new ethical and social problems in the young owner's life. First of all, he will have to be instructed in a new relation of obedience. The bicycle will enable him to get out of sight of home in a minute's time, so he will have to be taught to regulate his exercises on the wheel, to secure permission for any distant trip, and to announce his proposed movements on leaving the house. These may all seem small matters, but experience has proved that they are exceedingly important as a part of the work of regulating the growing child's life.

The bicycle will constantly place the boy in a new class and bring him new friendships. There will come many incentives to "bum around town," as one boy puts it, and to take up habits of aimless running about. Where is he going, and whom will he be with? This question must be thought of and its answer known definitely in respect to the boy's proposed bicycle ride. At first he will bring home many new stories of things seen and places visited, and he should be encouraged in the habit of giving full reports of his movements. These accounts will furnish the basis for much new moral advice and training and serve to keep the youth close to the spirit of a wholesome home life.

Of course the physical danger of the new bicycle rider will not be overlooked. Many boys, who still lack a ready control of their wheels, are run down by vehicles and are killed or seriously injured. As a part of the course in training for the greatest possible physical safety, the boy must learn the rules and privileges of the highway, when and which way to turn out of the road, and how automobiles go round the vehicle running ahead in the same direction.

SLEDS AND SKATES

It is an easy matter to provide a sled for the children during the winter season. A home-made one constructed of cheap boards will often suffice, although the ready-made sleds are now most common and are very inexpensive. The father should consider it a necessary part of his business to see that the boy possesses a sled and that, if possible, there be provided a place for coasting. A hillside not too far away may be available and put into good shape with a little preparation. Usually the social life at the scene of the coasting is very good. The sport is so exciting that boys do not think of practices of the meaner sort.

Skating is likewise a most stimulating sport for the young. It is not quite fair to any boy to deny him the ownership of a pair of skates and the right to use them in the winter season. There will always be involved an element of danger in skating upon large ponds and streams. Many young lives go down through the air hole and the thin ice. In case of such danger, it is the duty of the father to go to the ice with the son and learn carefully as to the situation, giving the latter specific instructions as to how to avoid accidents.

A good skating pond is a valuable asset in any com-

munity wherein boys are growing up. A modern and most commendable method of making such a thing available is that of flooding a low place, say in the city park, during extremely cold weather and allowing it to freeze over. This place should be free to all comers, young and old, and should be conducted in the same general manner as the municipal playground. Indeed, it may be considered a part of such an institution.

An outdoor skating rink in winter is easily formed, provided there be severe freezing. The water will need to be turned in freely at first in order to soak up the ground so that it will stand for a while at a fixed level. A very shallow depth will suffice. A pond a few hundred feet in circumference will accommodate several hundred skaters. The committee on management will make out the rules of the sport, seeing among other things that all skate round in one general direction. Now, the father who knows how boy life ought to grow up, will take it upon himself, if need be, to assist in providing for this municipal skating pond. The splendid returns of such an institution cannot be adequately measured by the few dollars necessary to construct and support it.

KITES AND BALLOONS

The small boy is naturally fond of trying out the nature of the atmosphere and sky. A half hour's instruction by one who knows how to give it, will suffice in teaching the young sport how to make a kite and fly it. If the parent does not happen to be familiar with the science of kite-making, then an inexpensive one may be secured from the store and its mechanism studied.

There are types of toy balloon that are inexpensive and easily used. Such a plaything will delight any small boy and give him a closer touch with the juvenile society

of his neighborhood. Of course we are not to forget the social and the socializing effects of all these play practices. It is an interesting and significant sight to observe a father in the open lot, teaching not only his own boy but all the youthful companions of his son how to navigate the air with kites and toy balloons. Such a father is really in the position of a teacher and leader of youth.

THE BASEBALL AND ACCESSORIES

Baseball is the greatest American game. The passion for it touches all ranks, classes, and ages of people. No boy can grow to a perfectly normal manhood to-day without the benefits of at least a small amount of baseball experience and practice. Probably the safest general rule is this: Every boy should become an amateur ball player and no boy a professional in this line.

It is therefore a solemn duty resting upon some one to provide every juvenile American citizen with baseball equipment. A small, light bat and a ten-cent ball will serve in the beginning. Some one must come forward and spend a few spare hours teaching the boy to catch and strike the ball. This careful supervision, though seemingly trivial, proves at length a most important matter. The child thus aided will find an early interest in the game and will be brought into close and wholesome relations to the juvenile players with whom he is to associate during several years to come. On the other hand, to neglect the foregoing first aid in training him may mean, in case of the awkward or reticent boy, that he will stay out of the game forever and so lose its socializing benefits. It may be stated as a rule that, if the boy has not learned to get into the game by the time of his tenth year, he will never pass the test. The gibes and jeers called forth from his associates by his awkwardness will most

probably drive him outside of their circle and cause him to seek a radically different mode of entertainment.

After the first cheap materials are used up in practice, it is no more than fair that the boy be provided with a respectable set of materials — a standard ball and bat, with a mitt and glove to match. These things may seem expensive, but they must be thought of as so much capital invested in character-development; for such they really are if the supervision of the practice be rightly carried on.

PETS AND ANIMALS

It is very fortunate indeed if the child can have the early advantages of some animal pets of his own. A good dog proves to be a splendid companion for a boy, giving him many an hour of entertainment and furnishing him with not a little intimate knowledge of the behavior of such animals. A pet squirrel, or rabbit, or guinea pig may serve the purpose fairly well and do the boy much good. One young American, thirteen years of age, developed a fondness for snakes as pets. He kept three or four of the non-poisonous varieties about the house, and, strange to say, the entire family slowly grew interested in his peculiar practices. He would sit quietly at the hole in the cow pasture for an hour watching for the snake to come out, finally pouncing upon the squirming victim and bringing him home with bare hands. Another boy of about the same age became expert in capturing the beautiful little ground squirrels so common in the open meadow country. This boy's method was to loop a cord about the mouth of the hole and wait for the ground squirrel to come up to reconnoiter. Then, with a quick jerk, he brought the young animal into captivity. By their peculiar amateur practices as collectors of menagerie materials, both the snake-boy and the squirrel-boy made

themselves "solid" with their young friends and companions. We may remark in passing that the boy who does any such a thing, with the same degree of skill as the two just mentioned, is really a genius and deserving of the attention of the child-study expert and of helpful direction in the possibility of his becoming a young naturalist.

Hitching the dog to the toy wagon, harnessing the squirrel to a mechanical whirligig of some sort, and teaching the house cat to perform as an acrobat — these are all normal and interesting processes for the red-blooded young American who has the materials available. But perhaps the greatest prize that can be placed in possession of any small boy is a pony. Comparatively few are so fortunate as to possess such a treasure. But the father who can obtain this prize for his boy should by all means do so. In such an event, we repeat our word of caution about spoiling the boy, making him overproud and conscious of his superiority over the young companions. The best rule for preserving the juvenile social democracy must be thought of and put into strict practice in this connection. Of course it is easily seen that a pony may be used for performing many practical errands. It may be made an excellent means for the industrial training of the young son, such as its use in driving cows, carrying papers, and delivering garden produce.

TRAINING THE NEIGHBOR BOYS

We have already on several occasions alluded to a most important subject and one which is now to receive definite discussion. In order to approach the matter, we may say that the best and most successful parent-trainer of the boy is the one who regards himself as something of a guide and counselor for all the young children

of the neighborhood. To attempt to keep the boy to himself, proves a pathetic failure. Social companionships must be sought at any cost; and while one's best efforts are necessarily expended in providing for and directing the play of his own child, the young companions must of necessity be brought into the practices of the training situation.

There is no better way to approach this general boy problem which soon forces itself upon the attention of the parent than that of reading various helpful books covering the general field of juvenile psychology. By studying such works, one soon acquires an insight into the many interesting phases of juvenile life and development and thus comes into a better position to train his own child. But strange to say, a working knowledge of child psychology increases one's fondness for all children and makes him desire to see their training and development properly carried on. The father who understands this situation and who undertakes conscientiously the play-training and the social development of his own boy, will have continuously to meet and solve one problem; namely, that of keeping his well-provided son down among the common crowd where he belongs. For example, the wise father will admonish him more than once substantially as follows: Young man, this is your own and you must take care of it, but you are not worthy of this beautiful plaything if it is going to make you believe that you are better than the other boys of the neighborhood. If it serves to make them dislike you and envy you and want to offer you any sort of insult or injury, then you have failed with it. You must, by all means, make good on this score. Allow the boys to try out your bicycle occasionally. Do not boast about it. Take some small boy a turn on the handle bars occasionally. Do a few good

errands for others through the use of your wheel. In short, try to make everybody like you better and think more of you because you have this valuable possession and it will be most helpful to you and highly gratifying to all.

Thus the wise parent, without expending a moment's additional time or energy in the training business, becomes in an indirect sense the trainer, the adviser, and the staunch friend of all the boys who know him.

PLAYGROUND TRAINING

There is a country-wide movement actively at work establishing playgrounds and play centers in the cities, towns, and rural places. It is fair to predict that another decade will see this thing thoroughly established and that the playground will be a municipal affair conducted under the supervision of the local authorities and closely affiliated with the conduct of the public schools. Indeed, playground discipline is distinctly a type of schooling. The sooner we reach this conclusion, the sooner we shall become equipped for meeting every instinctive need and disposition in the lives of our children, and for supplying this need with the apparatus and training demanded thereby. The school attendance is now compulsory everywhere. So will the playground attendance most probably be a requirement of the future. That is, parents will probably be required to send their children a minimum number of hours daily or weekly to the municipal playground in order that they may be helpfully trained and disciplined for taking their places in society.

Whatever the future may determine in respect to the management of the municipal playground, this institution is rapidly finding its place among us under the fostering care of the voluntary organization. The parent is

hereby forewarned as to what this all means in possibilities of character development for his boy, and he is urged to make such social advantages available. The playground practices and materials are gradually becoming standardized. Rules and regulations and methods of play training are being reduced to print and are coming within the reach of all interested persons. The usual arrangements provide that all those ranging from the very small child to the full-grown youth may find recreation and enjoyment at the play center.

HOW TO START THE BOY

The boy will probably not go voluntarily to the playground, especially if he be very small. But if he has reached the age of two and a half or three years, he may be accompanied for a few times until he becomes accustomed to the place and fond of the play. After that, the affair will be a simple one, merely the necessity of letting him go in the company of some trusted older child. But upon being taken to the playground for the first time, he must be made acquainted with the director. For children under the school age, the director should be a young woman who knows child life in general and play directing in particular. In the ideal case the little boy may be left as safely in her hands as would be the case if she were his kindergarten teacher. A period of three or four hours daily playground practice will usually prove most helpful and instructive to the child.

The parent to whom the playground discipline is a new problem will at first be somewhat startled at the apparent danger connected with using the apparatus. The swings will seem to go very high into the air, the ladders and chutes seem to reach to a height endangering the safety of the children. But observations of the boys and girls



FIG. 11. — A simple arrangement like this helps to keep boys at home and contented.

actually at play prove that the danger is much overestimated. Indeed, in proportion to numbers, there are fewer children injured on the playground than at the various places of their home amusement. Children are naturally sure-footed and unperturbed in climbing ladders and scaling other high places. The standard framework apparatus of the playgrounds reaches to the height of sixteen feet for boys and fourteen feet for girls. Upon these are hung ladders, swings, chutes, and the like. Children ranging in age from six years forward will run up the unprotected iron ladders in great streams and go down chutes on the other side, landing in perfect safety.

It is true that one occasionally falls and is injured, but this is comparatively rare where the supervision is close and thoughtful. As a precaution against accident, it is advised that the ground be hollowed out to the depth of ten to twelve inches under the apparatus seemingly dangerous and that the excavation be filled with sand or sawdust.

THE DISTINCTIVE MEANING OF THE PLAYGROUND

We can scarcely overemphasize the splendid socializing element in the playground experience. True, the boy will come home occasionally with a hurt or a bruise, and especially with lacerated feelings. Some other boys have got in his way in the game, or have pushed him aside. The foolish parent will then begin the hurtful practice of keeping the child at home "away from those old rough boys who hurt him so much." The wise parent will give the boy's complaint an impartial hearing and will send the latter back to the playground with careful instructions as to how to get a more favorable adjustment to the play and the social order there.

The boy will be permitted to go to the municipal play-

ground as the program for his entire course of training will allow. If below thirteen or fourteen years of age, four hours per day will not do him injury, but may be made to do him a great amount of good. If older than fourteen, he may be held more closely to his industrial training and may find the playground serviceable as a place of recreation once or twice per week. At the end of a summer season, the boy who has been rightly adjusted to his playground experiences, should be much wiser in knowledge of the rules of juvenile manners and conduct and should be thereby much better prepared to take up the serious work of a new year in the schoolroom. (

CHAPTER IX

JUVENILE RECREATION

THE distinctive idea of recreation is that the body and mind are to have some sort of refreshing exercise after a period of fatiguing application to industry. Some persons ridiculously attempt to get helpful and stimulating results from the recreative exercises without first having become *tired*. Their conduct reminds us of that of the boy, who, being asked what he liked to do the first thing in the morning, replied, "Take a long nap." So the discussion of recreation to follow implies a full schedule of plans and specifications for boy-building, especially some form of industrial practice sufficiently arduous for bringing on fatigue. No rhythmic development of the child's character is possible if the daily pastime be made up entirely of play. But boy life is easily sweetened and the future rendered roseate to him if some of his youthful hours be systematically expended in rigorous industry. Something to look hopefully forward to, as rest and relaxation after the work of the day, as a half holiday of social recreation after a three-day stretch of persistent work, as a week of camping in the woods after the rush of the season is past — these are suggestions of some of the secret contemplations which make the plowboy's heart leap forward with a bound as he trudges along the endless furrow. Indeed, a strict inquiry into the affair shows us that nearly all the really inspiring dreams of youth are of a time pictured for the future when there is to be rest and recreation and an exhilarating sense of power over every hindering obstacle, *after the arduous tasks are all accomplished*.

SOCIABILITY NOT OVERLOOKED

The social element in recreation is greater than that in play. The thought of some one else, an intimate friend, a true companion — or many of these — gives a peculiar stimulating effect to the thought and the practice of the recreating experience. Some time we shall learn how to wind up the very springs of life and health and psychic power by means of giving the right stimulus to the mind. We shall know how to drive away sickness and sorrow and a slow-going, premature death by means of a scientifically mental antidote or tonic. Especially may we hope to be able in the future to give the tired physique its specifically required form of recreative treatment after the period of toil, so that the strong pulsations of joyful expectancy shall carry away the pain and the dregs of fatigue and quickly rejuvenate the whole being.

All trainers of boys, especially those who direct them in their industrial tasks, should certainly learn how to take advantage of the strong incentive of the well-planned recreative exercise and thus assist the young workers in thinking long and fondly upon the happy hours to come. So it is our purpose here to make a brief descriptive list of many exercises that may profitably be planned for the boy who has some serious required duties to perform. The thought of furthering the social development of the youth will receive special emphasis and attention.

THE BASEBALL GAME

Baseball is our greatest national sport. During recent years this interesting game has undergone many revolutionary processes, all tending toward standardization of the rules and practices connected with it. Most significant of all these changes has been that which makes for a

higher moral tone. It is now becoming recognized that baseball may be conducted as a clean and uplifting game such as people of true moral refinement may patronize without doing any violence to conscience. The colleges especially have been active in eliminating from the game professionalism, gambling, and all other forms of rough conduct from the game. The members of the Christian organizations are now often the most active participants. It seems reasonable to predict that this great sport will continue to increase in popularity and to be the source and center of our most popular and democratic outdoor assemblies.

In view of the foregoing statements, there can most probably be nothing of greater importance for the social well-being of the boy than that he be brought into an intimate relationship with the baseball game. Suggestions have already been given for securing the equipment for his early practice and for giving him a start in the mechanical movements of this sport. Under successful guidance in the matter, he will advance slowly through the training practices in the various juvenile clubs. Time will prove that such training is a natural and most necessary part of the healthy boy's character unfoldment and that it is quite as much a part of true life getting as is the instruction in history or arithmetic.

Professionalism in ball playing must be studiously avoided, excepting in the few cases where real genius is clearly apparent. Ball playing, unlike school teaching, for example, is not to be recommended as a business through the brief practice of which the young man may prepare the way for another life calling. Baseball as a profession tends very soon toward cheapening the character of the youth who follows it and toward rendering him less fit for another type of business. Perhaps as the sport

advances in its moral status, this result will cease to obtain. There is therefore no sufficient warrant for attempting to place the boy in the "first team" or in any other regular team of ball players. The great mass of participants at the game must be merely onlookers, but they should be enthusiastic "rooters." The last-named function is the true one for which to prepare the boy. He must practice as an amateur through all the positions, learning all the fine points and the true "language" of the game, not merely for the fun he will get out of it — and that in itself is a high reward — but for the sake of his increased worth as an individual and as a member of society.

MAKING GOOD USE OF THE BALL GAME

While driving through the beautiful farming community three miles east of Macomb, Illinois, one midweek summer afternoon, the author was surprised and delighted to find a country baseball game in practice. A quarter of a century ago such a thing would have been considered little less than a neighborhood disgrace. And yet, in this worthy instance the boys of one country club had challenged those of another to drop all field work and meet them on this bright Tuesday afternoon in a trial for the championship. Greatly adding to the beauty and suggestiveness, a goodly number of women and girls were lined up under the shade trees watching and applauding the game.

Now this midweek ball game, rightly managed, represents an ideal method of getting good work out of a boy — of making him fond of his industrial appointments and of fixing his affections on the farm home as the right place in which to grow up and to remain permanently. So, too, with the town boy whose life is being directed in

accordance with a plan. The scheme of development arranged for him includes both the well-regulated hours of work and play and the well-placed periods of recreation and sociability. A half holiday in the middle of the week, allowing for complete exemption from all arduous duties, will pay simply as a business investment in the life of any youth. But it means far more than that; it means joyous, stimulating thoughts while he is at work, with corresponding absence of drudgery, and a rich fund of social experience. Successful boy rearing, therefore, will require that the father follow his young son through the practices necessary for intelligent attendance at the game, which means among other things scientific "rooting." It will also require that stated times and occasions be arranged for getting the boys of the neighborhood into the game. Daily practice is not too much for the six-to-eight-year-olds, less frequent for the older ones, and not less frequently than one afternoon per week for the "middle teeners." The man who succeeds in organizing the boys of the community in a baseball club is probably thereby forestalling their participation in the many cheap and coarse undirected practices that spring up in the lives of untrained boys like foul weeds in the untilled field.

FIELD DAY EXERCISES

As a festival occasion suitable for bringing all classes and interests together, the field meet is probably unsurpassed. Its variety of games and performances and its peculiar fitness for fostering informal sociability places it in a class by itself. Indeed, this is an event important enough to claim the attendance of both the boy and his parents. Mere amateurism is more allowable at the field day exercises than at the regular ball games. The ordinary industrious boy often finds a place in one of the contests,

and it is well that he does. One of the most successful field meets ever reported to the author was held in a rural district, and none of the boys had been specially trained for the events. It was a general try-out with merely enough crudeness to add to the enjoyment of the occasion.

Those who have a genuine interest in making the home community a wholesome place in which to bring up the young cannot render a more helpful service than to arrange carefully for a field day program providing for the largest possible number of amateur participants. It is entirely practicable and advisable to conduct this important social work under the auspices of the Sunday school.

THE CIRCUS

This page was written on circus day. Barnum and Bailey's great show arrived in town at 7 A.M. and began to unload three trains, ninety cars, of the most interesting materials that ever dazzled the eyes of Young America. No boy large enough to get away and unconfined by stern home authority remained in sight. The scene at the station held all as if by magic. It was exactly eleven o'clock when the unloading of the circus was completed, the big tent erected, and the parade ready to start. More than an hour of unadulterated joy was had from the street procession. Then came a hurried lunch and the boys were again in evidence trying to keep up with their eager fathers, who came along purely as a matter of solemn obligation to boyhood. The real show began at one o'clock and continued three hours.

The foregoing paragraph would never have been written were it not that a considerable proportion of otherwise good parents still keep their boys away from the circus. Now, if there be any such thing as the divine right of



FIG. 12. — Circus day, which reminds us of the divine right of boys.



FIG. 13. — This scene will furnish ten days' wholesome and unbroken conversation for small boys.

boys, this principle goes into effect on circus day at sunrise, when the caravans arrive, and lasts till the close of the final act, at about 4 P.M. There is probably no day's single experiences in juvenile life that make so many deep and lasting impressions as those of circus day. It requires only a little admonishing and "boosting" to hold the typical young American within reasonable bounds and to make the day worth as much to him by way of stimulating wholesome ideas as a fortnight in the public schools.

It is true that there are cheap circuses on the road, which are known by the vileness of their performances and the lewdness of the company they carry. But the large circuses — those having a national and sometimes a cosmopolitan reputation — are usually free from rowdiness, gambling, and all the other evil practices of the kind. In addition, their methods of handling such vast caravans of people, animals, and material are marvels of scientific simplicity.

All schools and all youthful employment should be suspended on circus day, while the teachers, parents, and all others concerned in boy and girl development should unite in an effort to make the day an instructive one as well as a memorial one for the young people. The natural history of wild animals, their capture, feeding and otherwise handling them in captivity, the life of the typical circus performers, the clowns and the high-salaried acrobats; the expensive equipment necessary for moving the show from place to place, — these are suggestive of some of the valuable lessons that may be brought out of the occasion of the coming of the circus.

THE BOY AT THE THEATER

Notwithstanding our urgent advocacy of baseball and the circus as first class boy-building materials, we reverse

the decision in the case of the theater and contend that the pre-adolescent child should be seen very seldom at the regular playhouse, especially at night. The usual dramatic presentation is not merely too deep for the juvenile mind to grasp naturally, but it is too much involved in adult situations to be conducive to favorable character growth. One of the chief menaces of city life, so far as children are concerned, is its tendency to give the young mind an overrapid introduction to the social practices of mature persons. As a result, the youth is ripe before his time — dull and indifferent to the attentions of any and all of his elders at a time when he should still be somewhat bashful and blundering and “green.”

Now, it is the theater, among other things, that contributes much of the prematurity to the blasé youth. It teaches him too many of the secrets of adulthood for one of his age and invests his mind with a sickly sentimentalism. The beautiful and refining experience of being a mere boy loses its appeal to him and leaves him attempting to dream the love dreams that should not be stirring his inner nature to the depths for several years to come. The too early sex intoxication involved in all this is alone enough to preclude the possibilities of the boy's ever realizing the complete measure of manhood latent within his nature.

The theater is most injurious to boyhood because of its robbing him of his sleep. The man of constructive force of character, who breaks with tradition and custom and throws his righteous might into a battle for the public weal — that man must have spent practically all his early boyhood days in wholesome play-and-work practices and practically all his boyhood evenings in his own home bed engaged in innocent slumber. On the other hand, the mollicoddles, the abject time and custom servers, the

base sycophants among men — these are they who were coddled and pampered by day and bandied about in the limelight at night till the sweet innocence of youth had faded prematurely out of their natures.

THE PICTURE SHOWS

The greatest modern craze among children is the motion-picture show. At present the relation of this interesting institution to child life is ill-defined, although it has reached a stage where practically all are agreed that the motion picture is a thing to be reckoned with. Unfortunately this affair fell into the hands of greedy commerce and was used for several years purely in the interest of the profits. However, a voluntary board of censorship in New York is now passing upon the reels before they are displayed publicly and rejecting many that give promise of an ill effect upon the public mind. A marked improvement has already resulted, and we hope for even better things. Unquestionably, the motion picture is the greatest educational device of modern times; and if its method of use can be brought under municipal and moral control, we shall have an institution suited to select and bring before the eye of the onlooker practically all the scenes and activities of the world, past and present. It is by far the greatest substitute for personal experience that the world has ever known. By means of the staging arrangements, important events of history may be presented in the forms in which they are best understood by the greatest educators and artists.

Our conclusion is that the thoughtful parent must determine to get for his boy every possible advantage of the motion picture representation, as this is becoming one of the greatest modern means of instructing and socializing the young. In the not distant future, all the modern

schools will have installed motion picture apparatus, so that geography, history, commerce, physiography, physiology, and many other subjects will receive much new and inspiring assistance thereby. The churches, Sunday schools, and other such organizations are also on the eve of installing these machines as a means of vitalizing their own social work. We hail with delightful anticipations the day when these good things shall have come to pass.

Meanwhile, what is the actual situation as the anxious parent finds it to-day? It is this: A motion picture show open in practically every resident district of the cities and towns, and conducted as purely in the interest of the profits as the local ordinance will allow. The children are running to these shows in large numbers, and they find them most enticing. The practice of attending soon becomes an overmastering habit in the case of the child and is none too easy for the adult to resist. An ideal method of procedure, under present conditions, is to select the reels as best one can and accompany the boy to the show not oftener than once a week. If the theater experiences "get on his nerves," as we say, making him restless at home evenings and full of complaint that he cannot go out more, such is a danger signal. It is time to wean him, making the evenings out less frequent and substituting for the theater some form of enticing home entertainment. If, on the other hand, the motion picture show stimulates wholesomely the boy's thoughts and feelings and conduct, the results are most desirable. In order to increase the helpfulness of the entertainment, one may assist the youth in recalling the various important scenes witnessed and in giving them a further and more instructive interpretation than he was able to make.

In attempting to assist the young boy to interpret the motion picture, one will observe that many interesting

problems arise. Perhaps there can be no better guide to the effort than to think of what is desired for the boy by way of sentiment about people and their conduct and by way of the personal integrity in the man that he is presumably to be fashioned into. He must learn to look for the better rather than the worse side of other people's natures. He must learn to respect parenthood and the sanctity of the family life. He must learn how to defend and upbuild the other great institutions such as the school, the church, and the state. Therefore, anything in the motion picture that reveals wantonly some type of wickedness or human depravity, that tends to tear down our substantial laws and institutions, — these must be explained away by the parent, to the end that the young son may regard such scenes as illustrative of exceptional rather than normal practices in society. In short, one may do much to make the motion pictures witnessed by the boy contribute a wholesome effect to his mind.

THE TOLEDO NEWSBOYS

Perhaps there is no better illustration of what may be done for boys by one earnest and devoted friend of youth than that accomplished by John E. Gunckel of Toledo, Ohio. While Mr. Gunckel's name and work are already very well known throughout the country, the condensed statement below will serve to give the reader a better appreciation of his splendid and unique leadership among the newsboys of Toledo.

The Newsboys' Building was dedicated February 22, 1909.

The building and equipment cost \$110,000.

The Association was organized December 25, 1892,		Ten years later, membership	2200
membership	102	Fifteen years later, membership	3500
Two years later, membership	385	Nineteen years later, membership	6750
Five years later, membership	875		

Oct. 1st, 1912, membership	8753	Outings (Annual) for Girls	2
Active membership	3706	Articles found by Boys, value	\$51,000
GIRLS' AUXILIARY, membership	250	Roll of Honor	997
Auxiliaries	8	Positions secured	2017
Officers	87	Association Library, volumes	1200
Original Band	47	Branch, Toledo Public Library, volumes	150
Original Cadets	40	Sunday Afternoon Meetings began	1897
New Band	60		
New Cadets	67		
Christmas Dinners	20		
Field Days (Annual)	12		

There has been an average yearly attendance of members in the building of over 33,000. The swimming pool has been patronized by over 21,000 boys annually. (Not confined to members only, but allow hundreds of boys, not members, who needed baths.)

LITERATURE ON JUVENILE RECREATION

- American Youth.* Y. M. C. A. monthly. Association Press, N.Y.
- Playground and Recreation Association of America. Report 6th Annual Recreation Congress, Cleveland, Ohio. Playground Executive Committee, N.Y.
- The Playground a Necessary Accompaniment to Child Labor Restriction. Everett W. Lord. No. 36. Playground Executive Committee, N.Y.
- The Choice of Social Companionships for the Young. Wm. A. McKeever. *Good Housekeeping*, Vol. LIV, No. 4.
- Folk and National Dances. Luther H. Gulick, M.D. (Pamphlet.) Playground and Recreation Association, N.Y.
- Working with Boys. Elmer G. Forbes. Social Science Bulletin No. 2. American Unitarian Association, Boston.
- The Nervous Life. G. E. Partridge, Ph.D. Chapter XIV, "Recreation." 216 pp. Sturgis & Walton Co., N.Y.
- Plays and Games for Indoors and Outdoors. Belle R. Parsons. A. S. Barnes & Co., N.Y.
- Games for the Playground, Home, School, and Gymnasium. Jessie H. Bancroft. The Macmillan Co., N.Y.
- The Schoolhouse as a Recreation Center. Bulletin No. 314. University of Wisconsin, Madison, Wis.
- Motion Pictures and Social Centers. Bulletin No. 313. University of Wisconsin, Madison, Wis.

CHAPTER X

BOY SCOUTS AND THE CALL TO THE WILD

It would be a most serious blunder to regard the gang spirit in boys as a merely superficial thing. On the other hand, this disposition is as deep-seated as life itself. Every healthy boy begins at the early age of nine or ten to hunger for the young crowd of those of his own or a somewhat older age. Such being the case, it is a solemn duty of those who have charge of the boy's training and development to provide means for the normal indulgence of this first instinct towards clannishness. Boys ranging in age from nine to fourteen are especially fond of organizing in gangs with purposes that seem foreign to the teachings of the Sunday school. Such boys thirst instinctively for a free, wild life — to go out into the forest or mountains and undertake some deed of recklessness and daring. Boys of this age are especially fond of fighting and blood-letting and will expend a surprising amount of time and energy in an effort to see something killed outright or chopped to pieces alive. Now all this is nothing more than the cropping out of that savage animalism upon which the higher refinements of our best civilization are built, whether we realize the fact or not. There is quite as much reason for rejoicing as for despairing, therefore, if one suddenly discovers that his ten-year-old has broken out of the home yard and joined a gang of young "toughs" bent on spending a day of reckless savagery in some distant woodland or hill country.

THE BOY SCOUTS THE ANSWER

In response to the instinctive demand of the pre-adolescent and older boys for a life of wild, unrestrained devilment, some genius has originated the boy-scout movement. This great organization has recently swept over the civilized world like wildfire. Nations, states, and municipalities have fallen into line in recognition of it, providing local training and management.

The general idea of the boy-scout organization is that of giving the freest possible expression to the savage, gang instinct of the boy, at the same time keeping out the sin and the poison that would result to his character should he go into the wild juvenile practices unrestrained. The particular purpose of the discussion here is not to offer a full detailed program for the boy-scout organization, but rather to commend to the parent the non-military form of the movement — namely, the organization known as “The Boy Scouts of America” — and to urge that every reasonable thing be done toward bringing the youthful son into the right relation to it. One may easily obtain boy-scout literature. It is the author’s opinion that ten years of age is about the ideal time for the youth to enter and pass the “tenderfoot” examination. From this time on, the interest and helpfulness will increase up to the age of fifteen, provided wise assistance and direction be given the young member.

The scout organization will call for an able leader, one who is thoroughly familiar with the psychology of boyhood and youth. Some one must expend not a little thought and energy in instituting the ablest possible leadership, since this is distinctively the key to the success of the movement. Once the able scout leader has been secured and placed at the head of the company, the parents may feel themselves largely relieved from responsibility, although they are still

to be called upon for a liberal measure of coöperation. Many meetings of the scouts will be necessary, thus calling the boy frequently away from home evenings. One of the most common abuses of the scout movement is discovered in this connection; namely, the tendency to draw the youthful mind away from the home situations for his evening's entertainment. Something should be done to make it clear to the boy that he is not a worthy scout unless he continue to be interested in the home life. So, if his fondness for the other members of the family seems to be waning, it is time to draw him in a pace by making his scout meetings and parties less frequent.

The easiest part of the scout training is that of leading the boys on a hilarious dash through the woods and over the hills. There is nothing objectionable about this part of the practice, but it is not in itself a sufficient justification for the scout movement. Such lessons as those covering first aid to the injured; the helping of a weaker member to accomplish something; the construction of tents and camps, including specific sanitary arrangements; the going on errands of mercy and relief; the earning of a portion of the means to carry on the scout work,—all these important matters and others like them should engage the attention of every boy scout. For example, an unusually severe winter season reduced certain normally provident families to abject want and suffering. The scouts of the town were called into service and sent out to collect money, provisions, and clothing for the suffering ones. Now, that was certainly high-class scout work, and any father may feel proud of having had his son participate in it.

CAMPING OUT

It is a charming experience in the life of a boy if he can be fortunate enough to camp out for a short time, at least

once during each summer season. He will joyfully anticipate this coming event and will thus be stimulated toward better effort during many an hour of work and drudgery. The animating and enticing thought of a happy day to come will naturally crowd out many a coarse and debasing idea and thus help the young boy to hold his head erect, to look people in the eye, and to try to be every inch a man.

"Your thoughts make you" is a most suggestive maxim applying to persons of every age. But it applies most effectively to the boy. So, in all of our efforts to train and direct his movements, we are in fact at work constructing deed-compelling ideas as habits of his mind. If we can so arrange that he is habitually busy thinking clean, wholesome, and inspiring thoughts, then, we have saved him and practically transformed him from the mere young animal that he once was into the noble human being that we desired him to become.

So, we find a justification in the camping-out season for the boy. It proves to be not merely a few days of outing experience, but many weeks of stimulating and joyful anticipation of the event to come and many more of quiet and satisfying reflections upon the event after it has passed. Therefore, let the son bring together his full store of camping equipment, you joining enthusiastically in this undertaking and sending him marching away with your admonition and your blessing. Take an interest in these matters peculiarly his own, and he will in exchange most probably coöperate with you in working out the problems that are yours.

There are a few unusually important matters connected with the boy's camp life which must not be overlooked. The first is the sanitation. Pure drinking water must be provided at any reasonable cost. Then, the food supply is



FIG. 14. — A day rightly supervised in the woods and the camp will satisfy the wildest young nature.

equally important. Careless disposal of the garbage immediately brings on swarms of poisonous flies, thus endangering very seriously the health of the campers. Indeed, upon their return not a few of the boys may suffer from some form of fever and other serious complaints traceable to carelessness in the camp. The sanitation should therefore be looked after at the camp scene even more religiously than the prayers and the preachings. As a defense against flies, it is highly important that the garbage be buried immediately and that there be constructed a well-screened dining room and kitchen.

SWIMMING AND BOATING

Every growing boy should be early taught to swim. Unlike wild animals, men do not take instinctively to this practice. Training is therefore very necessary as a means of safeguarding the young life against the possibility of drowning and also as a means of preparing the youth for one of the most enjoyable of all the sports. It is comparatively easy to teach the boy to swim if one knows how. To begin with, the latter must trust himself absolutely in the hands of the trainer, a man who will make no false moves tending to frighten the learner. Then by going into the water about four feet in depth, holding the hand under the boy's body and advancing with him while he goes through the motions of swimming, the instructor soon accomplishes his purpose. Two other minor matters should be noted in passing. One is that the boy's body be kept comparatively low in the water while he is in the act of learning; and another is that he be admonished not to execute over-rapid and desperation-like movements — a tendency of nearly all in learning to swim — but that he practice the slow, steady, easy stroke. After a few such lessons, the learner has mastered the beginnings of this great sport

and enjoys the exhilarating sense of a new mastery over the elements.

Boating is also an excellent exercise for youth, to say nothing about its importance in many practical situations. The normal boy really shows an earlier interest in boating than he does in swimming, and he can easily be taught at a very young age to acquire facility in using the oars. Of course, one will take no risks to life, but will accompany the boy, explaining the dangers, the methods of avoiding them, and the easiest means of rowing. From the very first it is highly advisable to teach the young oarsman never to risk the foolish practice of rocking the boat or in any other way attempting to frighten its occupants. "He rocked the boat" might properly appear as the epitaph of hundreds of otherwise good and sensible youths who committed this widely practiced folly. Among other things, the matter of loading the boat to its reasonable limit, of bailing out the water, of making headway against the current, and perhaps without oars, of giving signals of distress from a boat — these lessons may well be imparted to the youth.

HUNTING AND FISHING

It is the instinctive nature of the boy to desire to "kill, slay, and eat." He wants to be an eyewitness to the flow of blood and the death struggle. Perhaps these savage practices must always be considered normal in the life of boys as being necessary recapitulations of the age of savagery in the race. At any rate, it seems advisable, where practicable, that the youth be taught to go hunting and fishing. Yes, a gun will endanger his life, but he can be taught early to handle such a weapon with comparative safety. Some older person must accompany him for a while, showing him every detail in loading, firing, and

handling the gun, until these matters begin to take on the nature of unconscious acts. The hunting down of innocent wild animals is a game that is altogether repulsive to the author, possibly because of lack of boyhood practice therein. However, so long as the majority of men seem to regard the slaughter of such creatures as harmless and recreative pastime, the author is willing to withhold his objections and sketch a plan for initiating boys into its peculiar methods.

Fishing is akin to hunting and is the enticing holiday occupation of many boys and men. Under present conditions it seems advisable to recommend that the boy be allowed the necessary time and equipment for this form of enjoyment. The boy least of all regards what he is doing as coarse and savage. He is merely indulging fondly an inner prompting of his youthful nature. Thus at least the sensitive parent may regard the matter and bethink himself as to how the hunting and fishing practices of the son may be used to stimulate him in accomplishing his serious tasks and duties and in living a clean moral life. What can be done to bring him back from the wild experiences of camping, hunting, and fishing a healthier boy in body and mind than when he left? How, in particular, can these indulgences be linked up with a set of high moral purposes for the youthful life to the end that the young son himself may see more clearly the meaning and the reasonableness of such purposes, and strive the harder to achieve them?

A WEEK IN THE COUNTRY

It is a stimulating and recreative experience for the town or city boy if he can be privileged to spend a week once a year in the country. However, we do not recommend this helpful discipline for the youth who has been

chasing idly about the streets during many vacation days and has become tired of it all and desirous of some new kind of excitement. We should rather reserve the week's outing for the son who has been held fairly close to his assigned serious industrial duties — the worthy boy whose life is ordered somewhat after the reasonable plan suggested heretofore.

In selecting a country home in which to send the boy for a week's recreation, there will be need of considerable care. First of all, it must be determined whether or not he will be cordially received and welcomed there. Many country homes that look inviting to the mere passer-by, are in reality weighted down continuously by a heavy cloud of desperation and turmoil, as a result of very serious concern about getting the crops out of the field and off to the market. So, it should be made certain that the invitation to visit the country home during the busy summer season really comes from the head of the family. The farmer who best understands his own growing boy will consider it a solemn duty to the boy to see that he has a vacation and suitable companionships therefor.

In the second place, the town boy about to depart for his country outing will need some admonition as to what his part of the week's program is to be. In many an instance, part-time farm work will necessarily continue. If the town boy wishes to win a favorable impression among his country friends, let him apply himself assiduously for a short time daily to the farm work in progress there. It will be an excellent experience for him to rough it in this way, even though he may return somewhat stiff and sore in his joints and blistered in the palms of his hands.

Then again, there is much valuable instruction for the town boy to take up during his visit. He may learn many things about how to handle the farm animals and

farm crops, and also about the woods and the open meadow lands. Nearly every country district has its "old swimming hole," a place where not a little of the history of the country is originated. If it chances that the town boy cannot swim, he is certainly in for trouble if he goes to the swimming hole with a crowd of country boys who can. This particular item of the week's outing calls for forethought and arrangement. Perhaps the young son can be made the protégé of some responsible youth who will teach him to swim and safely initiate him into the ways of the country gang. Such an experience will prove most valuable to him in the years to come.

Finally, the boy should come back from his country outing, healthy and ruddy in appearance, rested and refreshed after the fatigue of his regular summer work, glad to return and to apply himself enthusiastically to the home problems. Also, the country people whom he visited should be glad for his having come and earnestly desire that he may sometime return for another outing.

FAIRS AND EXPOSITIONS

A good, faithful, home-loving boy is made better through the instrumentality of an occasional visit to some distant town or city. An ideal arrangement of this nature would be that of attending the state fair or some similar exposition. On this occasion, the father should accompany him if possible and see that the results of the journey are profitable in character-building returns. A large exposition offers an endless variety of instructive lessons. It will be impossible for the boy to see all of it. In fact, the vastness and variety of the displays will confuse him. Without a mature guide and attendant, he will drift about the grounds aimlessly, giving hurried glances at everything and yet definitely observing nothing.

So the father who takes his juvenile son to the state fair will proceed with a somewhat definite program, aiming to get certain specific results for both himself and the boy. Two questions may guide one suggestively. First, What is the boy instinctively interested in? Second, What advantages have been especially denied him by his home environment? One father reports that the state fair wonderfully awakened his boy's interest in live stock and furnished the beginnings of an intensive study of the subject of animal husbandry at an agricultural college.

Unfortunately, there is nearly always more or less gambling and other evil doing at the typical state fair. Horse racing is of itself a legitimate sport, and it is certainly an interesting one. And yet this practice would scarcely exist were it not for the large amount of fraudulent money changing that attends it. Not infrequently this betting and gambling is open and above board. Indeed, at some of the big race courses where the so-called refined society assembles, even a few women are seen wagering their money on the results. The author does not hesitate to state his opinion that all the gambling practices witnessed at horse racing and at other sports and games are vile and criminal in their tendencies, being especially poisonous to the character of the young.

Even worse than the betting on horse races is the game of chance so often licensed to do business on the fair grounds. In some instances there are literally scores of such places, not one of which has any more right to carry on its business than has the highway robber. The robber usually takes the victim's money and allows him to pass; the gambling wheel robs the youth of both his money and his character. If the father wishes to impart

a helpful lesson to his son, let the two stand aside for a half hour and observe the methods whereby the fair-ground gambler proceeds to separate the fool and his money. It is a smooth, easy trick for the gambling adept and painless at first to the victim who quietly withdraws from the crowd, ashamed to admit his loss and allows another uninitiated youth to take his place.

A TRIP TO THE MOUNTAINS OR SEASIDE

It is really to be regretted that all growing children cannot occasionally enjoy the inspiration of the mountain scenery and the exhilarating effects of the seaside. Fortunately, so far as the visual aspects of these places are concerned, the motion picture is furnishing them, but it cannot bring the toning effects that come from the other elements of the situation. It may be regarded as a valuable investment, therefore, if the young boy can be taken for a brief outing in the mountains. On such an occasion it is well to get as far away as possible from the city and its life where one may know intimately what it means to "rough it." A tent or shack on the mountain side in easy access to a cool spring with rugged steepes to climb and with a commanding view of the surrounding landscape — this is the type of place to seek for the real mountain exhilaration. Then, do not forget to permit the boy to run completely wild for the time. Old scuffed clothing and shoes, tousled hair, shrieks and yells, roughly throwing things about and cutting up "high jinks" generally — these are some suggestions of the hilarity that should attend the occasion. A week or two of such experience will prove not only exhilarating for the boy, together with the other members of the family, but it will give him wholesome food for a thousand different thoughts in the months to come, and thereby prove that the in-

vestment of time and money required for it was extremely worth while.

A visit to the seaside will furnish another and equally valuable type of recreative experience for the youth. Fortunate indeed are those who can afford to journey from the far inland for such a purpose. Again it is urged that the expensive and fashionable hotel be avoided. There is probably no more concentrated wickedness anywhere else in the world than that to be found at some of the ultra-fashionable society resorts. Even when the outer appearance suggests high refinement and respectability, there is often within the possibilities of the most poisonous contaminations for the youth. But if one is visiting the seaside with the boy and for the boy's sake, it may be advantageous to stop at the more modest and inexpensive places. Indeed, the thought should be rather that of getting away from the cramped, artificial life of the city and going into close touch with mother nature herself. It is helpful and exhilarating to tarry at the broad, open beach where the plain people assemble, to wade and bathe in the surf, to observe the movements of the tides, to watch the great breakers dashing against the rugged shore, and to contemplate the lifelike nature of the everlasting deep. To judge from their mere outer conduct, we should say that some parents take their boys to the seaside to stuff them with unwholesome viands and poisonous soft drinks, to display them in their most attractive clothes and society antics, and otherwise to make mollicoddles and sissies out of the plain, rugged stuff that is really inherent in every ordinary boy's nature.

A few parents, on the other hand, — those of peculiar insight into what really constitutes first-class boy-making materials, — wisely take their sons to the crudely arranged open places along the coast and bring them into touch



Fig. 15. — No guns in this troop. They represent the Boy Scouts of America.



with nature's finer meanings there. The whole duty of the parent is not quite performed at this seaside outing unless the boy has been impressed with the sublimity of the ever-changing ocean waste and with the poetic inspiration that comes only to those who are led into the secrets of the mighty Ruler of All the Waters.

In concluding this discussion of the recreative training of the boy, we are much inclined to reëmphasize one particular matter; namely, that such juvenile experience will prove highly valuable or of little worth in proportion as it has the wise forethought and direction of the parent. The child can play and enjoy recreation and outings in accordance with a specific and well-defined plan and yet suffer no loss of the spontaneity and enjoyment. So it is urged, again and for the last time, that all these matters be thought of as requiring unusual regulation and as constituting a most necessary part of the boy's normal development.

LITERATURE ON BOY SCOUTS AND THE CALL TO THE WILD

- Camping for Boys. H. W. Gibson. 292 pp. Association Press, N.Y.
Boys' Camps. M. H. Northend. *American Homes*, Vol. 54, pp. 825-829.
The Coming Generation. Chapter XXI, "Camps and Outings." William Byron Forbush. 402 pp. D. Appleton & Co., N.Y.
Boating Book for Boys. Chas. G. Davis. 475 pp. (See especially chapter on "Swimming.") Harper Brothers, N.Y.
Interlaken, an Outdoor School for Boys. R. Rierdon. *Craftsman*, Vol. 22, pp. 177-186.
The Boy Scout Scheme — What It Is. Official Bulletin of the Boy Scouts of America. National Headquarters, N.Y.
Boys' Life. *The Boy Scout Magazine*. Boy Scouts of America, N.Y.
Rural Manhood. Monthly. \$1.00 per year. The Association Press, N.Y.
Neighborhood Entertainments. Renee B. Stern. 297 pp. Sturgis & Walton Co., N.Y.

- The Efficient Life.** Dr. L. H. Gulick. 195 pp. Chapter XVIII.
"Grow. In Rest." Doubleday, Page & Co., Garden City, N.Y.
- The Place of the Story in Early Education.** Wiltse. Ginn & Co., N.Y.
- The Outlook to Nature.** L. H. Bailey. Chapter II, "Country and City." 195 pp. The Macmillan Co., N.Y.
- Farm Boys and Girls.** Wm. A. McKeever. Page 166 ff., "The Rural Boy Scouts of Kansas." The Macmillan Co., N.Y.

CHAPTER XI

SOCIAL EXPERIENCES

HITHERTO we have considered social training as growing out of such practices as play, recreation, and the scouting and camping movements. We shall now regard it more as a distinctive purpose to be sought. Man is instinctively a social animal. Everything he does is more or less directly thought of by him in terms of how it will affect some one else. The young are especially disposed to try to please or to displease some one by what they do. Every parent and every teacher understands how necessary it is to gain the good will of a child before one can exercise a helpful influence over him. Now, this cordial good will is the beautiful product of a harmonious fellowship between relatives and friends. It grows stronger with age and with unbroken fidelity.

"He that hath friends must show himself friendly," is indeed a wise scriptural saying. But the art of being a friend does not usually come to one any more naturally than the art of reading. He must acquire both through practice. Too, like reading, sociability is a valuable asset in the balance sheet of any human life. How many men there are to-day who from the effects of leading isolated lives continuously during childhood are now confined to a few broken "grouchy" sentences in their conversations with others. The right kind of early training will tend to forestall any such unsocial habits. But, let us consider what particular things may be done by way of training the boy to take up helpful forms of sociability.

HOME SOCIABILITY

Readiness of conversation may be encouraged very early in the life of the boy. If one understands the matter, it is not difficult to make every little thing said to him a conversation lesson. It is advisable from the very first to use natural and not "baby" language in addressing the child. If he has to listen to child talk when being addressed and the natural forms of speech when others are conversing, he is really being put to the task of learning two languages — a clear disadvantage and deterrent of good progress in sociability.

It is not intended here to condemn the practice of "jollyng" small children through the use of certain fitting phrases coined perhaps chiefly by the little ones themselves. But for the sake of the child's progress in the art of conversation and in the use of direct, forceful language, one should by all means keep up the practice of setting the best possible examples of clear utterance and well-rounded expression. Elegance of speech will be the learner's certain reward in the end. On the contrary, if crude and ill-formed expressions be used in the hearing of the child he will imitate them, and most probably make them serve his conversational purposes as best they will to the end of his life. Many a time the author has witnessed the distressing incident of a college graduate attempting feebly to disguise the fact that the language practiced during all his growing years was extremely crude and defective. Complete recovery from such persistent early speech habits is quite impossible. The resulting handicap in a business, as well as in a social way, is often very regrettable.

It is a wise practice, therefore, to begin the boy's conversation training very early and to continue it till he has

become confirmed in the use of good language. The two-year-old tot, seated at the table in his high chair, may be the unconscious recipient of such helpful discipline. One will be both pleased and surprised at the successful efforts of a little one to do his part in conversing about some childish experience that has just come to him. Such a boy sat in his cart for ten minutes and watched the showmen watering a drove of elephants at the hydrant with the use of hose and tubs. This exciting experience was made the topic of a valuable lesson in sociability at the dinner table shortly after its occurrence.

CHILDREN SHOULD BE HEARD

The author differs radically from the old maxim that children are merely to be seen and not to be heard when there are guests at the table. To require a six-year-old to sit in glum silence through an entire meal excepting when he says "please" and "thank you" as stipulated, is a base insult to childhood and indicative of a traditional misunderstanding of actual juvenile rights and privileges. No matter who the guests may be, the conversation at the table should frequently defer to the children seated thereat. Let our meaning be clearly understood. It is quite as objectionable, or more so, to allow the child to monopolize the conversation. Nevertheless, he has a right to a small share of the attention of all the company, and he should be heard briefly during the dinner hour.

In a similar way the boy should be trained to do his small part in the home guest room. His doing this is not inconsistent with his being a well-mannered boy and observing the necessary traditional social practices. And in the living room, when the members of the family assemble for the evening, the first half hour or more may be most profitably devoted to the social culture of the young

in the home. It is really a beautiful custom, practiced by entirely too few parents, that of considering the first period after the evening meal as the "children's hour." On this occasion stories are read or related, interesting topics of the day are recounted, lively give-and-take conversations and friendly debates are carried on — *chiefly for the sake of the children and their training*. As a result of this most charming practice, intimate family friendships are permanently sealed and that fine poetry of the true home life forever written in the heart. Gray-haired men and women shed tears of sweet remembrance as they silently think of such childhood scenes in their own past, and the strong courageous makers of the nation's worthiest history are made more patriotic because of them. And yet, there are those who push the growing boy into a small out-of-the-way corner of the home at evening and drive him sternly off to bed with the thought that what he may have to say is not interesting enough to be heard. And then — yes, and then! — these same misguided parents may later be heard moaning and complaining because their boy will not stay on the place and take a genuine interest in the home affairs!

USING THE LIBRARY

It is a fine art to be able to bring growing boys into vital relation with the library. Few parents have mastered the art. Never before was there a time when so much helpful juvenile literature could be easily obtained. Practically every town and village now has at least a small municipal library. This being the case, the parent may proceed about as follows in an effort to awaken the young boy's interest in good reading.

The first attempt to induce a child to begin to read is not especially difficult, provided the most suitable materials

be available. But to offer him something above his age and otherwise not fit is perhaps to make a serious blunder, with the result that he will turn persistently away from all books. If the boy has heard stories related and learned to listen to them, picture books may be made the basis of other stories, both related and read. The boy trainer will soon learn to paraphrase the obscure parts of the story read, and thus heighten the interest. Continuing thus, after a few weeks the young learner takes gradually and fondly to the practice of doing his reading intelligently.

But it is fair to assume that large numbers of parents awaken to the literary needs of the boy when he has run at large many months after he might well have formed the reading habit. "How can such a boy be brought into the practice?" it is asked. Simply by using a method much the same as that outlined above. But in order to be certain, expert advice must be consulted. One may appeal to the local librarian for help. No one unfamiliar with juvenile books can render this assistance. If the librarian does not keep a classified list of titles and does not show ability to recommend a book suited to the particular boy's needs, then one may turn to some school teacher or principal. A further method of securing helpful juvenile books is to write to the standard publishing houses asking for their catalogues. Some of these classify the books very carefully, both as to titles and as to the ages of children to which they are suited.

There is really no need for discouragement if the boy fails to find an interest in the first volume or two selected. The young son may have a peculiar nature, and that must be touched before any juvenile literature will really count in his life building. What, above all things else, does the boy show an interest in? Determine the answer to that question and you have the clue as to the sort of read-

ing to select for him. A book containing many clear illustrations will tend to assist very much in gripping his attention to the volume.

THE HOME LIBRARY

The parents who try it will be both surprised and pleased to learn how easily they may build up a small juvenile library at home. In fact, this undertaking soon proves to be the beginning of a delightful social center in the home. Secure a small bookcase, place it conspicuously in the living room or elsewhere, obtain a few real boy books and place them on the shelves. Have the young son inscribe his own name on the flyleaf of each book; make frequent reference to his library; meet briefly with him at evening, calling upon him at times to relate a story he has read and correcting any erroneous impressions he may have received therefrom; plan his reading of the next story, and perhaps throw out a hint about its contents — all as a means of leading him eagerly on.

After the boy has once found genuine pleasure in reading, then his home instructor must become more particular as to the character of the selections. While the boy may not even suspect the results you have in mind for him, you may continue to place in his hands stories and books that will have a helpful moral effect. It is not enough that the literature merely entertain, it must instruct, it must tend to inculcate wholesome juvenile ideals — it must tend to make the young reader more fond of people, more considerate of the other members of the family, more generous in his judgments about human life at large, more courageous in his attitude toward the serious problems that continue to press upon him for solution.

As the juvenile home library grows to larger dimensions, it will attract and interest not only the members of the

home circle, but many others who chance to come in. By watching the boy on the occasion of visitors who refer to his books, one will easily observe indications of deep youthful pride in it all. From this time one may be certain that the library is doing its best work by way of directing the boy's secret reflections and by giving him a point of departure from which he tends to go more manfully to the manifold tasks and experiences that belong to the routine of his virtuous young life.

GIVING THE BOY A PARTY

It may at first appear like small business, but the discerning caretaker of the boy will plan to improve the boy's contact with the social world by occasionally arranging a play party for him. In attempting this important thing, some minor matters may be helpfully considered. First of all, let us think of the best purpose of such a juvenile affair. Do we not earnestly desire that the child learn to mingle agreeably with his young mates, that he learn to regard them more highly, and that they learn to know him better and more favorably? If so, then we have the outline for the party program.

So plan the juvenile party that all the guests may come with the good red blood in their faces and dressed in their plain, everyday clothes. Avoid games that require the players to show perfect politeness. So arrange matters that the young wild nature may assert itself in hilarious romping, tumbling, and the like. No worthy six-year-old boy is treated fairly when he is required to act the part of the perfect little gentleman or the little Lord Fauntleroy. "Sissie boys" may be interesting for some to look at, but they are far from healthy-minded.

It is advisable in issuing the informal invitations to state that no presents are desired, even though it be the

home boy's birthday. Present giving should never be made a compulsory affair. It tends to spoil the finer effects of the party by keeping some away and arousing the ill will of parents. If any really wish to bring presents, the gifts may be received privately and not announced or displayed publicly.

The manager of the juvenile party will be much concerned about having every guest participate in the affair and feel perfectly at home among the others. The young host will be advised beforehand as to how to act his part, and will be placed strictly on his honor. It will be an excellent accomplishment in his training if he can be induced on this occasion to stand somewhat back, allowing his young guests the advantages and the places of honor in the games and at the time of the luncheon. It would also be most pleasing and helpful if he succeeds in showing a personal interest in the temporary welfare of all the guests by assuming a quiet leadership in the plays and by administering to the comfort of each as the occasion demands. 5

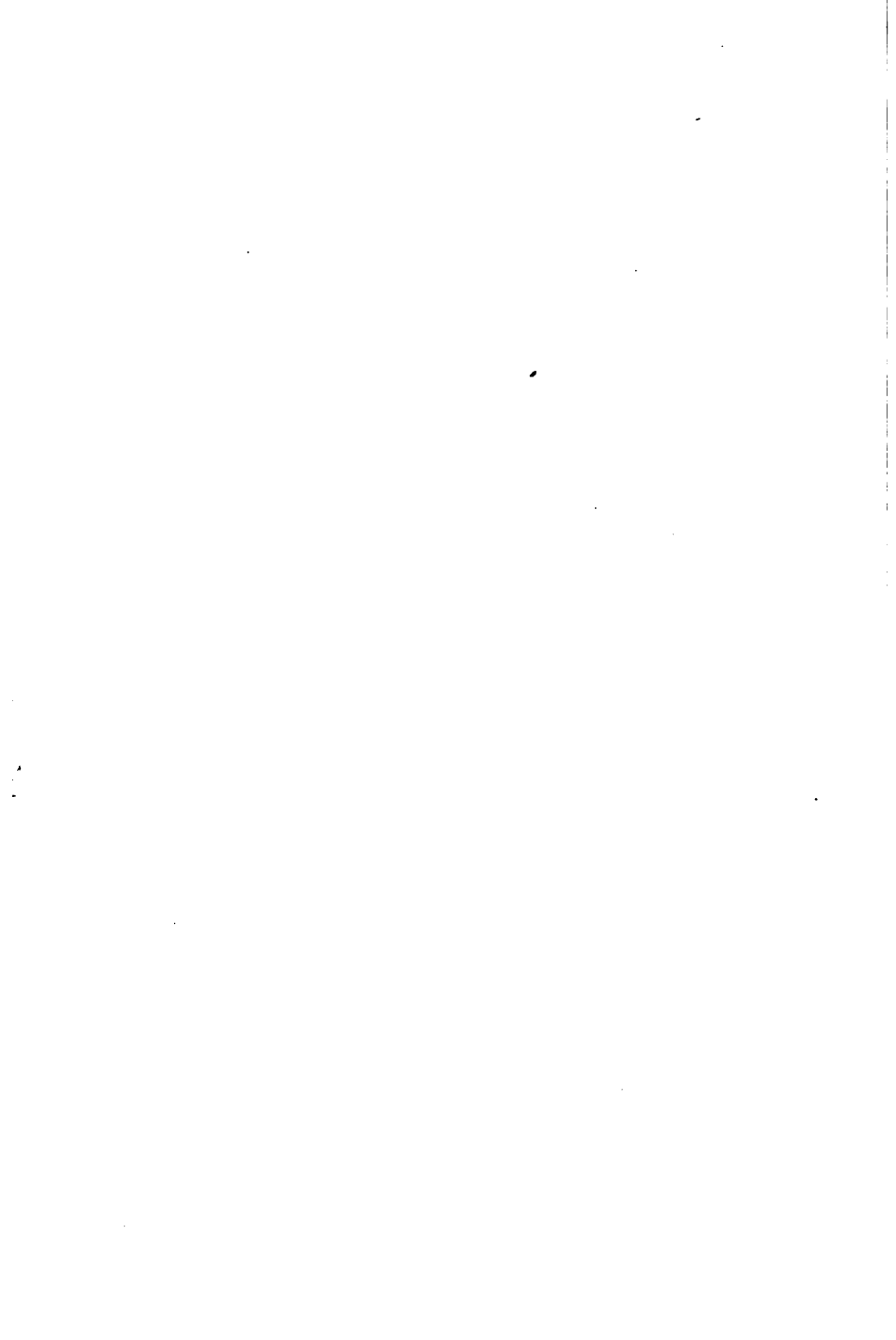
A further matter to be thought of by the provider of the play party is that of eliminating envy and jealousy. The home boy is therefore not to be permitted to display offensively his superior possessions and talents if he chances to have them. In fact, the entire affair will go on best under circumstances that encourage every young guest to proceed in the plays and games and to forget both himself and all the others as a part of his wholesome enthusiasm.

It is certainly not to be considered advisable to stuff the young guests full of rich things to eat. On the other hand, a very few simple refreshments, such as can be served easily and eaten without stopping the games, will be more to the point. The reader is advised to con-



FIG. 16. — Hallowe'en rightly managed is a great lesson in morals.

PLATE XIV.



sult the reference lists at the close of this chapter for inexpensive books descriptive of plays and games for the children's party.

SENDING THE BOY TO THE PARTY

It will be readily admitted that giving a party for the boy and sending him to some other boy's party are two very different matters. In case of pre-adolescent children, evening affairs should be invariably avoided. Both the physical and the mental health of those so young demand that they follow strictly the rule of spending their twilight hours at home and of retiring early to their own beds. The afternoon will furnish the more suitable hour for the party.

When the boy goes to the party as a guest, he is this time placed on his honor to be fair and square and to do a real guest's part on the occasion. Every mother knows about what situations her young son will meet with at this time and may admonish him accordingly. A plain, clean suit of clothes and clean face and hands will make his outward appearance satisfactory. He will not be placed under a pledge to make any unreasonable showing of refined and gentlemanly manners, but he will be instructed as to how to act like a genuine boy of his age, wide-awake, reasonably hilarious, and thoroughly democratic. Among other things he will be admonished as to how he is to go to the affair not only to get good but to give good. He must therefore not expect to watch so much for opportunities to grab things and jump in ahead of the others, but for occasions on which to do his part and to contribute something genuinely helpful to the enjoyment of all at the party.

THE YOUTH'S SOCIAL AFFAIR

What we have said hitherto about play parties has been intended to suit the pre-adolescent boy and not the youth.

The latter must be considered in a very different light. He has undergone a remarkable series of physical and mental changes in passing from the age of thirteen to that of sixteen years. At the former age he was a mere boy, rollicking and indifferent in respect to many social matters that were soon to press upon his attention as being extremely important. Now he is especially conscious of his sex life and deeply interested in girls and young women. The party for the youth must therefore provide for more of a display of dignity and manliness. The cat-calls, and flip-flops, and other stunts that engaged the attention of the pre-adolescent boy are now gone out of his mind, while such questions as these run secretly through his consciousness: How can I look and act like a real grown-up man? Do my clothes look at least reasonably well? Is my hair combed properly? Am I acting attractively in the presence of the girls? What can I do to make them think more highly of me?

The foregoing youth-mindedness suggests the context of the program for a social affair. It is intended to stimulate wholesomely life's happy young dreams. As a rule it is not advisable to arrange a social affair exclusively by adolescent boys. Girls of the same light-minded age should be brought in to enliven the occasion and to give it a most healthful tone. Youths of the age considered here are, or at least should be, comparatively "green" and awkward in their manners. The social sensitiveness should be at its height. Under normal conditions there will be frequent hitches and falterings in the conversation. The pastimes will therefore be so arranged as to obscure any individual backwardness and at the same time so as to bring all into a lively and unconscious participation. Music is most helpful in adding to the enjoyment of the youths' party. Even a first-class phonograph with well-

selected numbers will serve the occasion very helpfully. This is the age of silliness and various forms of foolishness. The wise and sensible parent will indulge the youth in many innocent frivolities, but at the same time the sickly kissing games will be kept off the program. If for no other reason, what we know about modern sanitation and health would lead us to place a ban upon such a means of general exchange of the germs of disease.

GOING WITH THE GIRLS

Every healthy-minded youth will be for a time more or less "crazy about the girls," and generous allowance for this period of development should be accorded him by his parents. It will be a fortunate matter if overindulgence in social affairs has not brought on a too early development of the sex nature. It is certainly disheartening, to say the least, to observe a little overripe thirteen-year-old youth going out regularly in the company of girls. One feels that he should be brought home and spanked for his frivolity. But with the well-grown sixteen-year-old the matter is different. He should be allowed to go with the girls sparingly and should be having the practice of finding out how to conduct himself manfully in the presence of women. But probably no boy of sixteen has sufficient maturity of judgment to know just what is best for him on the girl question. So he needs much cautioning and restraint. He is certain to desire to go out too frequently and into too much questionable company. However, under ideal conditions, having been kept from childhood under strict obedience to his parents, this youth now shows a commendable disposition to accede to their reasonable demands and wishes.

If the youth's life is governed in accordance with wise home provisions, his practice of going out in the company

of young women will not be at any time a sudden and startling affair. On the other hand, he will approach the matter gradually. In his school experience there will be frequent occasions for his walking with a very small crowd of young people of his own class, and occasionally he will be seen on the street in daylight walking beside some respectable young girl. And then, there will be an occasional pairing off at the play party, with the result that the youthful son may modestly accompany some girl for a few blocks to her home. Such affairs will be treated as mere matters of course in the family circle, but at the same time the boy himself should realize that the home rules do not allow for any such thing in excess.

MORE LIGHT ON THE GIRL QUESTION

To the average sixteen-year-old boy any comely young woman is a creature of mystery and wonderment, especially if he has never had the very great advantage of being a brother to some good girl. It is often contended that the average man never does adequately understand the true nature of woman. If that contention be admitted, perhaps the remedy is to be secured by giving the growing boy early a more scientific training in respect to the affairs of girls. At any rate, the attitude of this book is favorable to a liberal measure of freedom of inter-sex sociability for adolescent boys and girls, with closer restrictions upon the kind and quality. One should train the boy if possible to preserve at all times a dignified bearing toward young women, preventing by all fair means the unfortunate "kid engagements." These foolish and silly alliances are almost certain to bring on some kind of disappointment to one or both of the two persons most concerned. We need not mention the undue familiarity and the serious temptations to which young persons are thus

subjected and the humiliation under which they are likely to suffer after the very probable breaking up of the affair. It will not be especially difficult to make the youthful son appreciate the fact that the girl of his choice at present may not in any sense appeal to him when he is a fully matured man, and that your plans for his future development into a personality of high worth will be very much broken into by the boyish belief that he must become engaged.

The question of money-saving will be treated at length under another title, but it seems advisable here to offer strong objections to the tendency of modern youths to spend money lavishly on the girls. It is true that some girls "dearly love a good spender" — for what his money will buy. But the really sensible one will think of the possible provident home companion of the future and will respect the youth who displays good sense in the use of spending money. There seems no better way to assist the adolescent boy in falling into a reasonable rule in regard to this matter than to talk all the details over with him pro and con. The lesson is really not learned until he decides in his own mind that the sensible way is right.

THE AUTOMOBILE A MENACE

So far as it has been gathered the evidence goes to show that no mere callow youth should be regularly furnished a motor car with which to do his courting. No doubt the girls will be "crazy after him" — for the sake of the delightful rides they may secure. And this in itself is an element of danger to the boy. He will be pursued adroitly and deferred to unreasonably by young women who are more or less evil-minded. His free use of the car with the girls will give him an exaggerated sense of his worth and of his ability as a breaker of hearts.

Even young men of the college age are known in many cases to have abused their free opportunities to use the motor car in their social affairs. In some college communities the young men who have their own cars and use them to convey themselves and their girl companions to the class exercises, are regarded as cheap sports and not as genuine and right-minded students. In case of mere youths, it may be said with certainty that only the naturally more sane and sober ones will successfully endure the strain on their moral integrity to which the free use of an automobile will subject them.

THE SOCIAL DANCE

This is a delicate question and one that the author hesitates to discuss on account of a lifelong prejudice against the traditional methods of conducting the dance. So, what is offered here will most probably be considered as unfair to the young people. Dancing is a most natural and beautiful practice for children, giving as it does — or may if rightly conducted — a beautiful expression of the inner rhythm and spontaneity. Under certain conditions its wholesome effects are very great for youth, — as we shall try to make apparent, — but why any adult person, with the elasticity practically all gone out of his joints, should wear himself out bounding about on the dancing floor until near the hour of dawn is more than some are able to explain. In case of the folk dance, given in form of a program with each taking his brief part, the matter is different. Middle-aged persons and even older ones may participate in this beautiful and instinctive pastime with propriety.

But to be more serious, the enticement of dancing as it is conducted at the ordinary social affair comes largely from its pronounced tendency to excite the sex organs

and to arouse intensely the sex passions. It is in reality a form of sex embrace made more thrilling because of the musical accompaniment. Strangely enough, parents will send their young sons and daughters to the social dance "to make them graceful" and thus indorse a form of sex excitement that often results in organic derangement for girls and in lowering the vitality and the fatigue-and-disease-resisting power of both sexes for days to follow. For any young pair to embrace each other while sitting in the company as they do while participating in the dance would be considered a most shocking affair, and yet it would be better for the physical health of both were their embracing done in that manner rather than in the dance.

INTOXICATION OF THE DANCE

The social dance as at present conducted is intoxicating to a high degree. It unquestionably drives away "that tired feeling" for the time being but brings it back with heavy penalties during the hours that follow. If youths once take up with the practice of dancing at their social affairs, no other form of pastime quite satisfies them. During more than a dozen years as college instructor, the author has observed that many young women and not a few young men spend the day following the social dance in bed. Others more heroic and conscientious come to the classroom and brave the hour through, dim-eyed, stupid, and absent-minded. It is well known that nearly all college authorities have found it necessary of late to regulate the social dance, as to time of the week and frequency, on account of its telling adverse effects on student-ship.

It is recognized of course that practically every hurtful excess in the conduct of man is necessarily begun very early in life. So, perhaps the parent who — after reading

these lines — still feels determined upon teaching the boy to dance, will at least enjoin moderation in the dance. In such a way it may be that the maximum of good and the minimum of hurtfulness may come from the practice.

THE PUBLIC DANCE

But the privately-conducted social dance is a very tame and innocent affair as compared with that conducted in public halls for the mere sake of the profits. The exhaustive and scholarly researches conducted by the Chicago Vice Commission make it apparent beyond doubt that the public dance hall is the starting point of many a youth and maiden on the road to shame and irreclaimable dissipation. We commonly think of the girl first as the sufferer in this ruinous affair. But it is simply because of the fact that sin marks her more conspicuously to the public eye than it does the boy. His fall is in fact almost as great as hers, but their pathways are different thereafter. In the typical case she is destined to go on into a life of drunken misery and early decline, while he is to remain among the more respectable appearing. But all the while he is slowly rotting within and is passing his insidious diseases of body and mind on to other victims.

No self-respecting parent can therefore think of permitting the young son to attend the public dance which is conducted as a money-making affair — and usually behind the scenes, as a place of assignation. The public conscience in a few cities has become so shocked by the Chicago report and others of a similar nature as to result in the establishment of a municipal dance hall; in some cases the school building is used for the purpose. In others, the municipal building at the social center. After it has been carefully worked out by experts, this may prove to be a most excellent substitute for the evil affair of its



FIG. 17. — A social center building. Millions of dollars are going into this sort of important investment.



FIG. 18. — In "Bonnie Scotland" they climb o'er cliff and crag.



kind, and a form of entertainment to which young people may be sent for wholesome social intercourse.

THE FOLK DANCE

While condemning some of the present-day forms of the social dance, we may consistently point to the so-called folk dance with words of approval. It is encouraging to know that this beautiful symbolic practice is coming more and more into favor as a form of entertainment for young and old alike. In a most excellent paper on folk dancing in the home, read by Mrs. James J. Storrow at the Sixth Annual Meeting of the Playground and Recreation Association of America, and reproduced in *The Playground*, Volume VI, Number 5, we find the following statements. It will be observed that this excellent advice may be readily adapted to the social gathering of the young people, provided some one who knows how to do it be in charge. Mrs. Storrow says in part:—

“As a means of exercise for girls and boys and to break up snobbery and self-consciousness among them, folk dancing has been tried out and found to work wonders, almost miracles. It will do the same for grown-ups; it is doing the same where it is given a trial, but dynamite and a derrick are needed in most families. A dance that looks perfectly innocent when danced by refined people can become indecent with every slight shades of change. It is amazing to note the ignorance among even cultivated people in this respect. Our friends allow their daughters to make exhibitions of themselves in a way no North End mother would allow for a moment. At present anything goes. There seems to be total ignorance on the subject of what constitutes good dancing, and yet the principles can be as clearly defined as those of any art. It seems to me they can be boiled down to three.

"I. There should be pleasure in dancing. Looking at the stolid gum-chewing faces at a public hall you cannot believe there is any real enjoyment beyond embracing the partner of your choice. There is no freedom of movement, no abandon, little if any rhythm, for few keep time.

"II. Dancing should be for pleasure and not primarily for show. The moment it is self-conscious there is something wrong. If in fancy dancing a position is taken because it is believed to be graceful, it isn't. There is no meaning in it. There is one thing wrong in ballet dancing; it is all meant to be looked at, and while stunts are humorous, it is better to leave them to acrobats, as they are not beautiful.

"III. Dancing must develop the body naturally, strengthening the muscles in natural positions, not distorting them. That is another reason ballet dancing is not beautiful, the positions are distorted, overdeveloping some muscles, and allowing others to become weak.

"The selection of dances for the schools in New York has been admirable. There the rule has been to teach only those dances that do not call attention to the individual and in which the positions are good from a physical training standpoint. I think that if solo dances can be used with judgment they are very valuable, but with large groups of children that is hardly possible. If Rule II is applied to solo dancing, it may be all right; that the dance is primarily for the joy of the dance, not to exhibit the dancer.

"If we succeed in transplanting these beautiful old dances of other countries and they take root, they will grow and spread and blossom into other dances showing the genius of our people and reflecting our life and times. We cannot be too careful to train and direct the new shoots, encouraging some and vigorously pruning others and doing

our best to warn society against the poison blossoms that shoot up like weeds in the night."

A CONCLUDING APPEAL

In concluding this discussion of the social development of the boy, we wish again to emphasize the necessity of regarding such training as a necessary integral part of the entire course of schooling. Looked at from the point of view of a mere money investment, the thing will pay for itself. The man who has had during youth the benefits of the social experience herein recommended will as a result enjoy greater facility in meeting men in a business way. He will have more confidence in himself, more intimate knowledge of how others think and act, and more ability to place his own ideas before the attention of others. True, he may succeed in getting ahead financially without all this social training. Some men do, but notwithstanding their riches they are often worse than mendicants if measured in terms of the true wealth of social efficiency. The man who can merely get is never wealthy except he be able also to give nobly of the best he is and has toward the upward progress of society.

The only way in which the parent may successfully meet the urgent, natural demands of the boy for helpful social experience is that of having an organized plan of procedure — a plan that calls for specific arrangements to suit the boy's individual needs during the months and years of growth as they pass. Once this has been carefully done, the reward is as great as it is certain. One of the most beautiful and touching incidents of all human experience is that of a well-matured, middle-aged son acting as a strong staff upon which his aged parents may lean for relief and inspiration during the years of their decline — and this is only a small part of the reward of merit

which often comes to those wise parents who provide adequately for their son's character training during all the growing years of the latter.

LITERATURE ON SOCIAL EXPERIENCE

- The Social Center. Woodrow Wilson. Bulletin No. 306. Extension Division. University of Wisconsin, Madison.
- The Social Center Movement. Josiah Strong. Bulletin No. 302. Extension Division. University of Wisconsin, Madison.
- Boy Training. John L. Alexander. 198 pp. Association Press, N.Y.
- Training for Social Efficiency. Laura H. Wild. *Education*, Vol. 32, pp. 226-233, 343-353, 393-504, 624-635.
- Children's Parties. F. Young. *Living Age*, Vol. 272, pp. 429-431.
- The Basis of Social Relations. Daniel G. Brinton. 204 pp. Part II, Chapter III, "The Influence of the Social Environment." G. P. Putnam's Sons, N.Y.
- Human Nature and the Social Order. Charles H. Cooley. 431 pp. Chapter III, "Sociability and Personal Ideas." Charles Scribner's Sons, N.Y.
- Psychology and Higher Life. William A. McKeever. 270 pp. Chapters XIX, XX, "Social Sensitiveness." A. Flanagan Co., Chicago.
- The Direction of Church Activities toward Social Welfare. Charles W. Eliot. Pamphlet. American Unitarian Association, Boston.
- Home Entertaining. William E. Chenery. 12mo. Lothrop, Lee & Shepard Co., Boston.
- The Vocational Adjustment of School Children. Pamphlet. 10 cents. Students' Aid Committee, N. Y. Schools.
- Folk Festivals. Mary Master Needham. 244 pp. B. W. Huebsch, N.Y.

PART THREE
HABIT TRAINING

CHAPTER XII

LAYING A SURE FOUNDATION

THE foundation of every good life is laid in rightly constructed muscular and nervous tissue — practical developments which can take place only during the childhood and youth of the individual. Soft, flabby, muscular tissue in the case of a young man of twenty-one years, for example, is a certain evidence of underdevelopment of body, intellect, and morals. The boy trainer who does not take strict cognizance of this material flesh-and-nerve situation is doomed to partial failure, no matter how earnest the effort to round out the young life into reasonable perfection of manhood. On the contrary, the youth whose body has been seasoned by means of rigorous play and well-ordered industry is consequently possessed of firm muscular tissue and has already gained considerable mastery over his physical nature — the beginnings of will power and of efficiency in the permanent vocation.

MUCH DEPENDS UPON MUSCLE

“The flesh is sinful and weak,” says an old adage. This is not necessarily true. It may just as well be considered as good and strong. The body is more than the servant of the mind. The nerves are the instruments over which mind processes travel, and they are partly built up by mind activity.

It will be of much assistance to boy builders to know that after the body has once been carefully constructed through well-directed physical training, it tends to retain

its excellent form and strength throughout life. But if the child grows to manhood without having had sufficient muscular exercise to season and harden the tissues, he will always remain somewhat "soft" and will continue to be easily fatigued. Much suffering from "that tired feeling" attends such a life and brings with it the temptations to take a stimulant. Hence the beginning of many of the so-called bad habits.

So, in approaching the all-important problem of habit training for the boy, we cannot wisely do other than give a large amount of attention to building up the physical body, thus aiming at three general purposes: (1) health of the entire organism, (2) ability to work intelligently, (3) power to resist temptation. In covering this field of early training, we find it necessary to consider the following details, outlined below.

TEACHING OBEDIENCE

The first of these important matters is obedience. If back of habit training there is necessarily physical training, then, back of the latter must be obedience. No natural boy is inclined at first to do the things that best serve his character development. If he were so inclined, his utter lack of mature judgment would render such conduct impossible. In the ideal case the boy is ruled by a wise and beneficent despot — one who will direct him with all possible kindness and affection and yet with unfailing firmness. The one who understands this problem of obedience will observe very early in the child's life what the first essential step is. Just as soon as he is old enough to understand what is said to him, the little one will be asked to do something; for example, to come to his father or mother to have his face washed. In the usual case like this, the child will appear to manifest distinct and

radical disobedience, or even stubbornness. Neither of these terms, however, rightly characterizes the childish act. It may be one of simple ignorance. He merely has not learned obedience, and he must now be taught that valuable lesson. Otherwise his training will suffer a serious backset.

At the point of procedure just stated, the young parent especially is likely to be at fault, allowing the outward act of disobedience to pass uncorrected, whereas some radical act of discipline is necessary. In this case the child must be brought by the means of physical force. Since he is so small, one may merely take him by the hand and cause him to trot across the floor at a rather rapid rate, at the same time giving the gentle and firm order, "Come and have your face washed." A few treatments of this sort will most probably initiate in the child the habit of doing what he is told to do. But in some cases after this milder means fails, something still more radical may answer. A gentle spank or two rightly administered will most probably have the toning-up effect needed to bring about the desired results.

Even at the expense of repetition, we cannot afford to pass by this highly important question of obedience without making our idea perfectly clear. The author has never known a case in which the wise application of physical punishment to a stubborn child failed to get some good result. On the other hand, he has witnessed endless cases of the spoiling of children through parental failure to meet the issues with the necessary physical force. Yes, it is brutal to beat a child. We are radically opposed to even the semblance of such a thing. But it is also, if measured in terms of the entire course of life, a matter of almost criminal neglect for the father or mother to allow the young son to grow up without training in strict obe-

dience, even though such training may call for an occasional spanking. We can offer no serious objections to the physical punishment of the child as such, but rather to the use of the wrong method of punishment. To punish merely as a means of satisfying an outburst of anger is to punish unwisely. But to keep in mind the boy's actual needs, reflecting carefully and calmly as one proceeds with the discipline, is almost certain to produce helpful results in the latter's life. It will be found that the very young child can be reasoned with in connection with his discipline. By talking it over with him and showing him his error and then administering the punishments called for, one soon comes into full control of the situation and finds the obedience of the child both ready and willing. Physical restraint and punishment wisely administered is self-correcting. Less and less of it needs to be done as the training continues.

PLAY AND HABIT

A further requirement in the preparatory practices of habit training is that of wisely directing the boy's play activities. True, he should never be forced through a play problem merely for the sake of having it finished. Such forcing destroys the spirit of play and transforms it into work. However, one can get behind the boy in his play activities and make it possible for him to drive his efforts on through to their conclusion. For example, if the five-year-old attempts to make for himself a little ladder, he should not be compelled to carry the task through to the end, but he should be assisted in every way in so doing for the mere sake of training him in persistent endeavor. We will assume that he can drive a nail, that he has seen some other boy's ladder and knows what he wants to make. Now the trainer will secure the soft pine strips of correct



FIG. 19.—The boy who has a pony to care for thus acquires valuable habit training as well as pleasure.



length for the parts of the ladder, the hammer, and nails, and other materials, and direct the little carpenter through his task without in any sense destroying the play stimulus under which he is acting.

The particular point urged at present is that the child have much experience in carrying his little play activities to their successful conclusions. It is desired that he acquire the habit of succeeding. Of course the parent will be careful not to assist the child learner too much, thus inculcating dependence and a habit of giving up. A concrete example will best illustrate the idea. A four-year-old boy was attempting to place a pine ladder against the trunk of a tree. The task seemed too much for his little strength and intelligence. The first thought of the onlooker was to relieve the childish perplexity by standing the ladder in place. The second and better thought was merely that of assisting him in accomplishing his purpose. So he was shown how to place the foot of the ladder against a firm object, thus becoming enabled to finish the purpose he originally set out to accomplish. This illustration of the boy using his ladder may seem trivial, but it really sets forth the very essence of wisely directed child training; namely, to help the young child to achieve his self-chosen purposes rather than to perform the entire task for him.

There is also important body discipline as well as mind discipline in play, if one keeps strictly in mind the larger issue of habit training herein discussed. The early exercises must give the boy much practice in controlling his body. Running, leaping, swimming, rowing, playing ball, turning handsprings, and the like — all these tend to give the boy the ability to direct his own physical energies and to prepare him in some measure to become master over the physical appetites that are certain to be his

sooner or later. The ideal to be sought in this connection is body control subordinated to the mind.

Then, the problem of building up a solid muscular tissue must be seriously considered. Thus the growing child is prepared to resist disease and fatigue — the two greatest disturbers of the peace of mankind. With the purpose just named in view, rigorous play exercises will be selected for the young. Upon first thought, it may seem advisable to the parents who have only one child to keep their boy close in and shield him against the rough play of the crowd. But such a course is almost certain to result in overprotecting and shielding him to the extent that he will be flabby-tissued and "sissie-minded." On the other hand, if he be turned out among the crowd to enter into the rough-and-tumble activities and to take things largely as they come to him, the hard knocks and the other seasoning experiences will most probably prove helpful in developing a rugged physique and a strong moral courage. Yes, the true boy will get into a fight occasionally and come home with a black eye or a bruised face; but even this sort of experience may be turned into good and useful discipline, as it seems to be an essential part of the healthy development of every youngster. A small amount of fighting will teach the boy his proper place in the gang and give him a better idea of the stuff out of which his own best nature is to be built. And of course he must learn early how to avoid fights and serious contentions and settle down to good behavior and the practice of tact in getting along with his fellows. It is brutish and shameful for a large boy to continue to have the idea that he is to be a bully and win his way in the world by means of his superior physical strength. Somebody should knock that idea out of him as early as possible, if only for the sake of his future well-being.

WHERE WORK COMES IN

In considering the forms of discipline that lead directly toward a substantial set of habits for the boy, we cannot for a moment overlook the question of work. Under another title we have already discussed at length this general problem. We now take the occasion merely to remind the reader of its importance and to urge as a matter of habit training that the boy be held strictly to the performance of his assigned tasks. A progressive scheme of training in work brings the learner slowly to a mastery of his duties and to that fine sense of joy in work which seems to come only to the true master workman. We are thinking especially of the time when the boy will be tempted to indulge some base appetite or do some other mean thing. His hatred for work may be the cause of such a breach of good conduct. On the other hand, his ability to accomplish the work assigned him, together with his acquired fondness for it, may be the means of tiding him over the place of most serious temptation to make a beast of himself. Honor, business integrity, interest in the social welfare, commendable religious practice — these are some of the great manly virtues whose deep roots will be found in an early discipline in such matters as work and industry.

STAYING IN AT NIGHT

It need not be urged, excepting in case of the more thoughtless, that the boy who is to be trained in the mastery of good habits must be kept close at home evenings. One of the great family-destroying practices of the American people is that of allowing small children to run out upon the streets at night habitually and with little thought of restraint. An early insatiable craving for excitement

induces dissatisfaction with the quiet of the household and a discontent with commonplace things that may prove a lifelong annoyance. However, to keep the boy in by means of mere physical restraints, leaving the thought with him that he is suffering as a sort of prisoner, is not to accomplish the end most desired. The habit of staying at home will be best and most easily inculcated if there be furnished the youth such home entertainment as will enrich his life and make him contented with what he has and experiences. Toys and playthings, storytelling, an evening hour devoted to his own childish affairs, and the like — these will prove the best means of fostering in the child such genuine fondness for the home as will pave the way for larger plans for his future well-being.

THE EATING HABIT

What we are especially seeking in the present discussion are the hidden pathways through which the young approach the overmastering habits which destroy manhood, and thus if possible prevent the very beginning of such practices. For example, careless habits of feeding the boy may prove a means of developing within him some form of abnormal appetite. How can this issue best be met? Let us first note in passing some of the most common faults.

Overfeeding of the child is one of the first errors into which the ill-advised young parent is likely to fall. The baby stomach is small, and for a time nature defends it by dumping back its oversupply of the liquid nourishment. But overcrowding slowly brings on distention, so that more food may be retained than the system demands. Imperfect digestion and consequent child diseases tend to follow. In preparing the mere infant for sound physical

health and a well-balanced mentality, it is necessary that the normal functions of the digestive apparatus be most intelligently preserved. The stomach requires a period of rest between meals as well as freedom from the irritations of overfeeding. Irregular feeding of the infant child is especially conducive to later abnormal cravings and the bad habits attending the satisfaction of such appetites.

It has been proved beyond any degree of doubt that a man cannot successfully feed cattle unless he has had training for such work and is willing to follow the methods of the experts. Then, why should we expect parents to know how to feed children without preparation therefor? Sometime in the happy future this important matter of child feeding will be taught in all the grammar schools. At present it is offered in a very few colleges to a comparatively small number of students. The time ordinarily given to the study of abstract mathematics and the memorizing of the useless names of the bones and muscles of the body could be put to some such use as that suggested above. Thus one more step toward intelligent parenthood would be made.

The rules laid down by those who have the best right to know require that the human infant should be fed regularly every ninety minutes to two hours, and that the interval between meals should be slowly lengthened. They say also that feeding children between meals induces permanent ill health and abnormal appetites; that nothing heavier than raw fruits should be offered them at this time, even candy being hurtful unless eaten with or immediately after the meals.

The expert authorities offer so much conclusive evidence in favor of a rigid and strict rule of diet for growing children that we cannot doubt them. The author has no hesitancy in accepting their conclusions and using

them in relation to the formation of good habits. Three regular wholesome meals per day, with a small amount of fruit in the middle of the forenoon and afternoon, no heavy lunches, no late evening meals, no candy or other sweetmeats on an empty stomach — these are some of the requirements of successful boy feeding if we have in mind a schedule of activities preparatory for his future good habits and exemplary character.

THE DRINKING HABIT

We are not yet ready to discuss the matter of indulging the appetite for intoxicating liquors. The problem just now is that of the probable initiatory step to the use of alcoholic beverages; namely, the soft drink habit so common among children and youths. Unfortunately the refreshment stand is now to be found within the easy reach of practically all town and city boys. Worse still, many of them are forced to observe constantly the throngs who patronize these places, and thus they have the powerful influence of evil suggestion and example to deal with in shaping their own conduct. All this public drinking, even if the beverages be non-injurious, is a most serious obstacle to the best character development of boys. Much study and inquiry in connection with the soft-drink problem has convinced the author that there is only one safe way to deal with it as related to the boy, and that is to keep him free from the habit of patronizing the refreshment venders. An occasional exception to the rule will be allowable if non-stimulating beverages are chosen.

Use first-class lemonade freely at home with the meals, also the juice of orange, cherry, and anything else of known value and purity. Teach the youth the habit of using these healthful drinks at the home table, and at the same time give him to understand that the same things

bought at refreshment counters are dangerous, if only because of their unknown purity and cleanliness. Never permit the boy to begin the practice of attempting to quench his thirst at these questionable places. In support of the position here taken, the following extracts from an address of Dr. H. W. Wiley are offered. Dr. Wiley is probably the highest authority in the United States on such subjects, and he has seen fit to make these sensational statements at the meeting of the National Education Association held in the city of Chicago. (See Report of National Education Association, Volume 50.)

“Either through neglect, carelessness, or consent of parents and teachers, thousands of school children are becoming addicted to drug habits. There is no nation on earth in which the children take something as often as they do in this country. Beginning almost with the child’s birth, there seems to be an incessant disposition of the parent to fill the baby’s stomach with drugs instead of foods. This tendency, established in early life, is not perceptibly diminished during the ages of childhood and early maturity. Every household has its cupboard with so-called household remedies, consisting mostly of synthetic preparations of quack medicines. Each of these is advertised to be good for almost every disease which may befall the child. No matter what ails him, the all-potent bottle or pill box contains the sovereign remedy.

“Very often these are dangerous drugs, habit-forming drugs, depressing drugs. The age of opium and its compounds, acetanilid, phenacetin, antipyrine, and chloroform has not passed by in the realm of infant preparations. The country is still flooded with these deadly concoctions, none of which should ever be given to children except in rare cases, and then only under the personal supervision of a competent physician.

"In addition to these drugs, many children are allowed to drink tea and coffee, and thus take into their systems an alkaloid, caffein, which has the tendency to take away the sense of fatigue, stimulate the heart's action, and, in general, to urge the child forward to greater physical and mental activity than he should be called upon to endure. In the normal child the brain and the body give timely notice of fatigue; in the abnormal child, fed partly on tea and coffee, these danger signals are struck down, and the child has no sense either of physical or mental fatigue. Thus he keeps on working when, if nature had her way, he should be resting. Physicians and teachers should combine to urge upon parents the desirability of not allowing school children to use tea or coffee.

"In addition to these drugs containing caffein, there are about a hundred so-called soft drinks on the markets of the country, sold under different names, and to which caffein has been added so as to make the beverage, when consumed, have about the same quantity of caffein that tea and coffee contain. Coca cola is a type of these beverages, and it is sold right around schoolhouses in all the cities of this country. To what extent the children patronize these caffeinated drinks cannot be determined accurately, but that they do patronize them is well understood. Teachers and parents should join in their efforts to prevent children of school age from indulging in these very threatening beverages. They are of a character, as the phrase runs, to get on your nerves, and should be rigidly excluded."

THE TEA AND COFFEE HABIT

No reputable physician will recommend the use of tea or coffee in case of children, or even youths. Although the helpful results of the adult use of these drugs may be

proved, as some believe, their general hurtfulness to the health and morals of the young is no longer to be questioned. They tend to induce fatigue as reactions from their direct effects, and then they relieve this fatigue simply by deadening the nerves. They affect the delicate nerve mechanism of the young to a marked degree and develop a craving that is almost certain later to demand something much stronger for its satisfaction.

Children do not naturally enjoy the taste of coffee and tea. If the boy asks for his portion of one of these beverages, the parent will find it a good plan to give him a swallow especially prepared for the occasion; that is, without cream or sugar and with as much of the dregs and bitterness as possible. The purpose of giving the young drinker a positive dislike for the beverage is thus accomplished. At the same time promise the boy — especially if there be an example of tea or coffee drinking in the case of either parent — that he may begin the use of the drink when he is fully grown.

PLAYING FAIR WITH THE BOY

Children have to be taught more by rule than by reason. By the time reason dawns — which is during adolescence — the youth should have been practicing many good things as habits simply because he was led and directed in so doing. There is little sense and less sound psychology in the theory that the child must reason out everything as he goes and understand just why he does every particular thing required of him. There is even less justification in the idea that he must be permitted to do largely as he pleases and thus find his own way through the world. Numberless young lives have been permanently wrecked by such false methods. No, children learn ten times more from mere example and suggestion than they do from

reflection. It is always a problem of setting good examples before the child for his imitation, and scarcely ever a problem of making him understand why anything is done or required. It is therefore perfectly fair and just to the boy if he be held strictly to the performance of acts which no one even attempts to explain to him, allowing him to do his thinking on the subject after he becomes sufficiently mature to do so.

The author has conducted many hundreds of college students through the interesting study of psychology — a subject that always requires a teacher for the first time undertaken — and he has witnessed again and again the marked awakening of the student in the interest of higher personal ideals. After the study of habit has been carefully undertaken, the ordinary student almost invariably takes stock of his own habits and attempts to improve some of them. Now, the striking fact here observed is that it is already well-nigh too late for the aroused young man or young woman — perhaps twenty years of age — to make any headway in transforming his own character. Some one else — his parents, teachers, friends, the environment — has already done that for him and without his having been very consciously a party to the undertaking. Strange to say, then, the average adult person awakens to the thought and inspiration that he has his own destiny to work out after it is practically too late for him to do anything by way of reshaping his own career. This is the age and condition of despair, of suicide, and of desperately throwing one's young life "to the dogs," as the records will show.

SOME ONE ELSE MUST BUILD

Therefore, it is apparent that if the boy is to have the advantage of a good set of habits when he is a grown man,

some one other than himself must plan carefully for him a complete course of training and discipline and see that he walks continuously therein whether he may wish to do so or not. After he has become aroused to the necessity of directing his own career and the reins of self-government are turned over to him, he must have the tremendous advantage of a complete system of good habits already formed for him.

A really pathetic example of parental failure to do the right thing by way of habit training for the boy may be cited in the case of a youth nineteen years of age who was attempting to push his way through college. This young man was attractive in personal appearance, being large, well formed physically, having a good open countenance, a polite manner, and apparently all the advantages of means and personal comfort necessary for successful studentship. But he was soft and babyish as to muscular tissue and was unusually weak in persistence. Time after time he would drop in and recite emphatically his resolutions in the interest of "getting down to business," as he called it, and as many times he would slip back into the old rut of inefficiency. Inquiry into the youth's personal biography revealed clearly the cause of his weakness. He was the younger brother of several sisters and had been brought up like a spoiled baby by the sisters and their mother. He had always been well groomed — a kind of show baby — well fed, waited on, shielded from work and allowed to "fly the track" whenever anything proved difficult or perplexing. In short, during the period of all his growing years this youth's nervous system had been trained for balking instead of for pulling steadily at the load he ought to have drawn. Now, at nineteen, he had experienced a revival and was filled with a high ideal of achievement without the basic training necessary for carry-

ing out his new-born purposes. Bitterness, disappointment, and permanent degradation was his only reasonable portion.

LITERATURE ON LAYING A SURE FOUNDATION

Life Questions of High School Boys. Jeremiah W. Jenks. 40 pp. 25 cents. Association Press, N.Y.

The Boy Magazine. Woman's Temple, Chicago, Ill. 10 cents per copy.

Education and Pay of the Head and Hand. H. R. Massey. *Educational Review*, Vol. 42, pp. 450-464.

Physical Nature of the Child. Stuart H. Rowe, Ph.D. 207 pp. Chapter XI, "Habits of Movement." The Macmillan Co., N.Y.

The Essentials of Character. Edward O. Sisson. 214 pp. Chapter IV, "Habits." The Macmillan Co., N.Y.

Choosing a Career for Boys. Pamphlet, 10 cents. Students' Aid Committee, New York City Schools.

Farm Boys and Girls. William A. McKeever. Chapter III, "The Time to Build." 326 pp. The Macmillan Co., N.Y.

Making Good. John T. Faris. Chapter VIII, "Habits." 285 pp. Fleming H. Revell Co., N.Y.

Power through Repose. Anna Payson Call. Chapter XI, "Self-control." 212 pp. Little, Brown & Co., Boston.

The Essential Life. S. B. Stanton. Chapter VI, "Morality." Charles Scribner's Sons, N.Y.

Moral Education. E. H. Griggs. Chapter X, "Moral Education through Work." B. W. Heubusch, N.Y.

Child Problems. George B. Mangold. Book IV. Chapter I, "Causes and Nature of Juvenile Delinquency," p. 221. 381 pp. The Macmillan Co., N.Y.

CHAPTER XIII

FIGHTING THE TOBACCO HABIT

THE most destructive agency in the life of the American youth to-day is the enticing tobacco habit. Indeed, we find in this the greatest vice among the grown men of the civilized world, if we count all of its victims. According to statistics carefully gathered, the records of tobacco-using show that every man, woman, and child in the United States has averaged during one year one hundred and nine cigarettes, ninety-three cigars, and four pounds of smoking tobacco in pipes and hand-rolled cigarettes. If we subtract from the ninety millions of American people the number of women and girls, the boys under smoking age, say ten, and the older boys and men who do not smoke, we have remaining probably twenty million men and youths who are guilty of having consumed this vast mountain of tobacco. The cigarettes alone if laid end to end would reach all the way to the moon and back. The cost of all this waste in cigars and other forms of tobacco, not to mention the heavy expense of pipes and other material, has been enormous. The National Hygiene League, with Ex-president Charles W. Eliot at its head, asserts that our annual tobacco bill has now reached \$1,200,000,000. All this vast sum of money is exchanged for a pleasure intended for men only, and for an untold amount of discomfiture and even disgust for the non-user. And then, when we understand the fact that probably 95 per cent of the men who learn to use tobacco early in their teens are never able to quit the habit, and that prob-

ably 90 per cent of those who do not take it up before they are fully matured, never do so; the tobacco problem becomes a still more interesting one.

HOW TOBACCO HURTS THE BOY

During recent years the evidence to prove that the use of tobacco in any form is a most serious detriment to boy life has been so manifold and overwhelming that one scarcely knows where to begin in making an itemized list of it. The author has made a study of some twenty-five hundred school boys and college youths who were addicted to the tobacco-using habit and has found among other things that they rank 10 to 25 per cent below the general average in their studies; that they tend to lose interest in their school and drop out much earlier than the non-users; that they are as a rule sufferers from one to a half dozen such ailments as chronic sore throat, sore eyes, weak lungs, heart palpitation; that they are weak in moral stamina and self-reliance; that they are especially found wanting in carrying forward any undertaking in behalf of the common welfare; that their chances for successful employment in a large number of business institutions are either much lessened or entirely shut off.

"All scientists are agreed that the use of tobacco by adolescents is injurious. Parents, teachers, and physicians should strive earnestly to warn youths against its use," says Dr. Meylan, of Columbia University. Other careful students of this problem, such as Dr. Edwin C. Clarke of Clark University, are in full agreement with this statement. Indeed, it is very probable that all parents of a fair degree of intelligence are also fully convinced that tobacco using is a most destructive practice for boys. The serious part of the problem arises when we consider practical methods of dealing with it. Just how and by what rules of pro-

cedure can the parent successfully prevent the boy from beginning the use of cigarettes and other forms of tobacco?

THE POWER OF EXAMPLE

As we have already shown, example is a most powerful factor in habit formation. The hotels, restaurants, social centers, and the open streets are swarming with men in the act of smoking. It is useless and impracticable to attempt to argue these men into the thought of quitting their habit. It grips them too strongly. A record of thousands of such cases goes to show that the discontinuance of tobacco using by a man who has long been habituated to it is most destructive to his peace of mind and to the successful management of his usual business affairs. It may as well be put down at once that the fight against tobacco using must be one of prevention and not one of cure.

The Japanese people have enacted a wise law prohibiting this hurtful practice on the part of all citizens under twenty-one years of age. The state of Kansas has a similar and even more radical law of this nature. Could such a rule be enforced throughout the civilized world, the tobacco business would slowly die out for want of patrons. But such a happy day for civilization seems to be far in the future. The tobacco-producing interests are organized in form of powerful trusts. They support expensive legislative lobbies and keep not a few of their friends and representatives in the national congress and in the state assemblies. A part of the important business of the big tobacco organization is that of making the use of this insidious narcotic enticing to boys. Attractive advertisements are displayed everywhere; the makers of fine clothes and other articles dear to the heart of every youth are induced to show their attractive models in the attitude of smokers. The typical college youth is pictured every-

where as having a cigarette or pipe in his mouth. Thus in every conceivable way the young boy is made to believe that smoking is one of the manly accomplishments without which he cannot get into the best circles of society.

METHODS OF PREVENTION

There are many things that can be done by way of effectively preventing the boy from beginning the tobacco habit, few things that can be done by way of successfully breaking up the practice after it has been once thoroughly acquired. We shall first take up the former problem, and afterwards the latter. In giving these rules it is the assumption that the parents — one or both — are desirous that the boy grow up a non-smoker.

1. Keep the sight of tobacco away from the boy as much as possible. He will be most inclined to imitate the example of his father ; second, that of his older brother ; third, that of his boy friends. Many of the wiser and more considerate fathers who use tobacco do not keep the practice a secret from the other members of the family, but they never smoke in the presence of their wives, daughters, and undergrown sons. It is only the thoughtless and ignorant parent who will force his innocent child to breathe the poisonous tobacco fumes and to suffer their hurtful effects upon the eyes.

2. Talk to the boy frequently and frankly about smoking. Admit his probable claim that many others are smoking, but contend that you are going to make a fine, clean young man of him, one that will get his lessons quicker and easier than the boys who smoke ; one who can secure a good place to work easier than they ; one who can win more athletic games ; one who will have more money to spend on himself. Lead the young son into the practice of thinking and talking about himself as one who

throughout life will stand above such an unnecessary habit as tobacco using as long as he lives.

3. It has been found most helpful to talk the young boy early into the notion of signing a total abstinence pledge. However, do not force the matter, but rather use mild persuasion. He will take the vow for your sake and live up to it like a man if once the thing makes the right personal appeal to him. A very good form of pledge is the following: —

(Place)_____ (Date)_____

I hereby promise never to use tobacco in any form before I am twenty-one years of age, and not then until I have given the matter most serious consideration. I make this pledge partly out of regard for the wishes of my parents (Father, Mother) who are deeply concerned about my welfare and partly because I do not want to begin a habit that will get the mastery of me and destroy my chances for success in life.

(Signed)_____

4. Watch the boy's associations. Always know whom he is with on the way to school and at other times when he is away from home. At about twelve to fourteen years of age boys are more than ever disposed to form secret clubs. In a town where the anti-juvenile smoking ordinance was thought to be well enforced, five schoolboys of this age were smoking twice daily in an old empty barn. The youths belonged to the so-called best families. None are exempt from this danger merely on account of the supposed high standing of their families.

5. Keep your boy at home and become a helpful companion to him. See that he has a fair opportunity for constructive play, that he has industrial duties in proportion to his years, and that he is well contented with

what the home offers him at evening. Games, plays, story-telling, literature suited to his needs, a family hour together, and the like — these will help to insure him against the tobacco temptation.

It is scarcely ever advisable to make the boy believe that he is too good to associate with certain other boys. Rather make him believe that he is too good to copy certain of their evil acts. Arrange matters so that his playmates may come to him rather than that he seek social companions away from home and out of your sight.

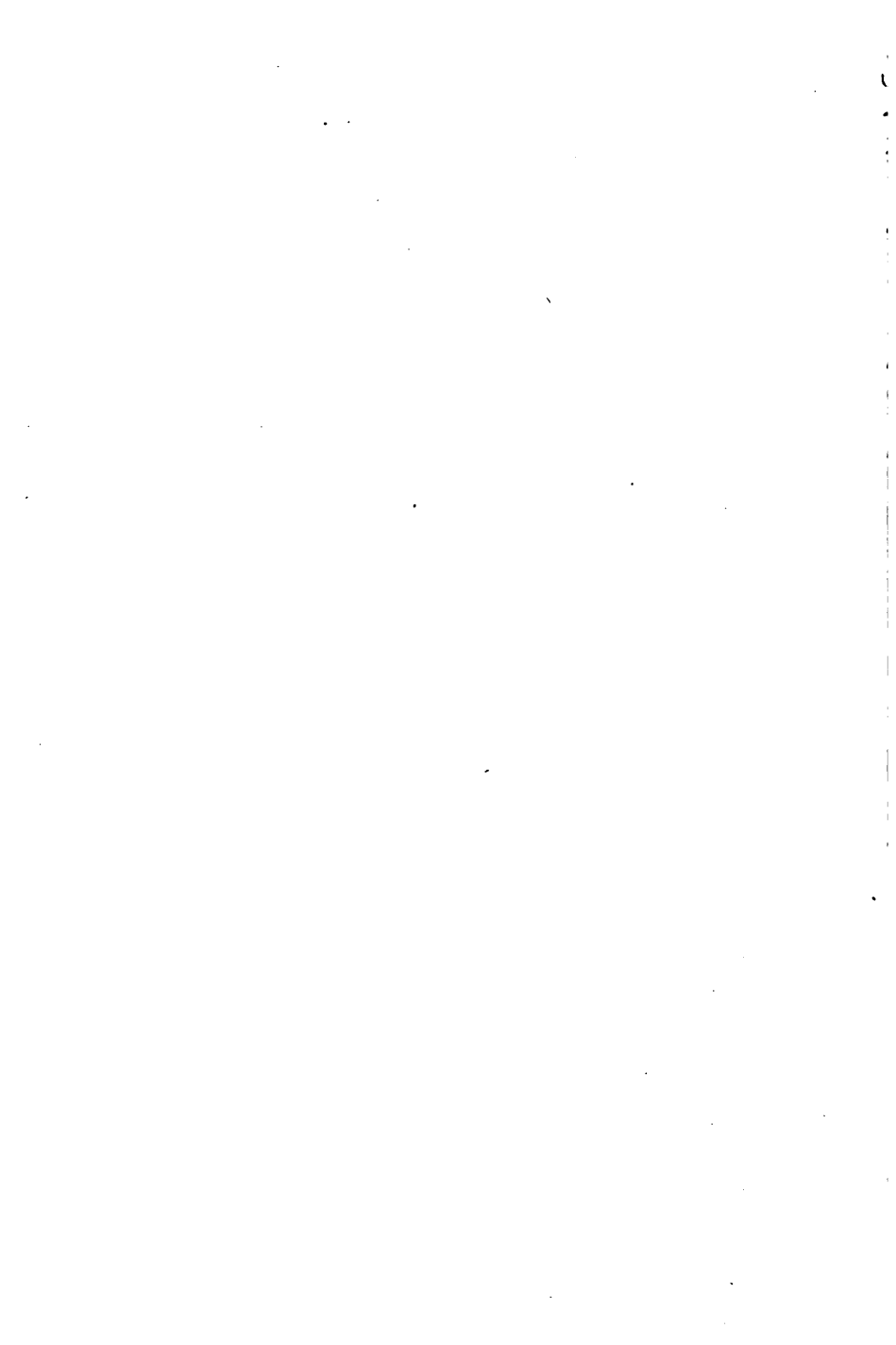
6. Figure with your son on the tobacco question. Estimate as best you can just how much it would cost him for the materials by the time he is twenty-one, then carefully lay by this amount in form of monthly or yearly bank deposit for his personal use as he grows on toward maturity or for his safe investment in later life. He will become much interested in watching this account grow and in enjoying its benefits.

Some parents have found it practicable to promise the boy a fixed sum of money, say \$100 or more, in the event that he abstain wholly from the use of tobacco until of age. Others have promised a definite reward such as an extended sight-seeing journey across the continent or abroad. Still others have entered into a written agreement to pay the son's necessary expenses through an advanced course at college under the same stipulations on the latter's part.

7. It has a most helpful effect if the boy can be placed as a member in some good, moral organization. The local boy scouts may constitute an ideal club for the young son, provided the organization be judiciously managed and sensible boy ideals be inculcated. Ask the scout leader to keep the anti-tobacco question favorably before the boys, both by way of warning and by indicating how smoking injures them physically and athletically.



FIG. 20. — They are not toughs, but merely pretending, — a thing helpful in the training of the promising boy.



Many testify that the Sunday school furnishes high ideals of manhood for boys. Even though the parent may not be himself a member of any such organization, he will find it advisable to give his son its benefits and to help him become interested. The Sunday school furnishes occasion for many outings and social gatherings where boys will be brought under clean moral influences. It is a most worthy affair, on account of its religious teachings, but it is entirely justifiable because of its splendid moral support to the many worthy interests of youth.

8. Have outside persons of standing talk to your boy about the possible injuries of tobacco. The family physician may tell him many startling things about this narcotic without in any way stretching the truth. He may give a detailed account of youths who were in the grip of the tobacco habit. For example, a sixteen-year-old was smoking twenty-five cigarettes per day and suffering from half a dozen ailments, including heart failure. The physician prescribed for him certain drugs and total discontinuance of the habit, but the youth was far too weak to carry out the order. He would take the medicine and smoke the cigarettes by turns, even indulging in cigarettes on his deathbed so long as they were within his reach. His untimely end is easily guessed.

The author has worked with many boys and youths in a more or less vain effort to assist them in tearing away from the grip of the deadly cigarette. Several of these have smoked as many as fifty "coffin nails" per day. One or two had a record of seventy. Only those who get the confidential confession of these boys can fully realize the horrible condition of mind and body under which they are suffering. No youthful beginner who can be made to realize one half the seriousness of it all will ever decide to continue the habit.

A MOTHER'S PLEA

In order to indicate more clearly the depraved condition into which the use of cigarettes may lead a boy, the brief article below, written by D. H. Kress, M.D., vice president of The American Society for the Study of Alcohol and Other Narcotics, is copied from the *Youths' Instructor*, Volume LX, Number 10. The author of this book has had personal knowledge of hundreds of such cases and has received many letters similar to the one quoted.

"The following letter from an anxious mother, asking for advice in regard to her only son, who is addicted to the cigarette habit, describes so fully the evils resulting from the use of cigarettes, I pass it on, hoping that it may be a help and a warning to other youth : —

"DEAR DOCTOR : I have recently read your article in the *Sunday School Times*, entitled 'Tobacco as a Physician Sees It.' I have a son who has ruined himself with tobacco and cigarettes, and seems unable to control the habit. Is there anything you can do to help me? He is twenty years of age, but unable to study or apply his mind. He was very bright and capable until he became a victim of this evil habit. If you can advise me in any way, please write me, and I shall be more than grateful. It seems as if there ought to be some way to save such boys.

"In replying to this letter I endeavored to give the mother all the helpful suggestions possible. I inquired, however, if the young man was desirous of giving up the habit himself. Later the following reply came : —

"DEAR DOCTOR KRESS : I thank you so much for your suggestions and the interest expressed in your recent letter. The boy does not want help. The use of cigarettes and tobacco has made him sullen and ill-tempered to the point of desperation. He was as fine and bright a boy as one could meet anywhere until he began this habit. This seems to have changed his entire disposition. He cannot study or read, and has given up his music, in which he was always much interested. He has given up his school and his young friends, and devotes all his time to this one thing. He has developed a taste for cheap entertainments of all kinds, as pic-

ture shows and cheap theaters. We have tried all kinds of inducements, but he is determined not to be helped.

One day when I tried to talk with him about his future, and our hopes and plans, he said he despised all of us, and had no desire to do right or to please us. I have made great sacrifices to help him, even to doing heavy work in order to take him out of the public school and put him in a private school, thinking the environment might be better. He will go without clothes to buy tobacco, and, as he is my only boy and I had hoped much for him, I have felt I could not give him up. This, and this only, is my excuse for troubling you with my affairs. I have been for five years on the constant lookout for something or some one to help me.

“This is certainly a pathetic motherly appeal, and demonstrates how completely nicotine will obliterate all the higher and nobler dispositions in the young. And yet the use of cigarettes is increasing in the United States at the rate of over four hundred millions each year. It is difficult to imagine what future generations will be if this craze for cigarettes continues. But so long as men indulge in smoking, especially ministers of the gospel, Sunday school teachers, and physicians, it will be hard to convince the boys of the evil effects. The time has come when the searchlight of science must be thrown upon tobacco, as it has in the past few years been directed on alcoholic beverages. When this is done, we shall discover that much hitherto attributed to alcohol alone, should be attributed to both alcohol and tobacco. Since they are nearly always associated, it is difficult to determine how much to attribute to the one and how much to the other. The effects of each is to deaden the nobler and higher instincts, and to degrade its victims physically, mentally, and morally.”

HOW A SMOKER GOT A HOME

Luther Prescott Hubbard, then of 96 Wall Street, New York City, some time ago gave out a most interesting

detailed statement of how he accumulated enough to pay for a fine home with the money saved abstaining from the cigar-smoking habit. Mr. Hubbard began chewing tobacco at the age of twelve. Then he smoked. Later he united with the church, and finally he decided to lay by his earnings in an amount equal to what he was spending for cigars, and quit. He says:—

“My smoking was moderate compared with that of many, only six cigars a day at 6½ cents each, equal to \$136.50 per annum, which, at 7 per cent interest for sixty-one years, amounts to the small fortune of \$118,924.26. This has afforded means for the education of my children, with an appropriate allowance for benevolent objects.

“Great as this saving has been, it is not to be compared with improved health, a clear head and steady hand, at the age of over eighty-five years, and entire freedom from desire for tobacco in any form.”

I am not surprised that some friends have expressed doubts in regard to the correctness of the foregoing statement. It seems incredible, I therefore give the exact figures. One hundred and thirty-six dollars and fifty cents was saved the first year, and that sum should be added each succeeding year, besides the interest.

1st year	\$136.50	20th year	\$5,594.40
2d year	282.52	21st year	6,122.48
3d year	438.76	22d year	6,687.52
4th year	605.92	23d year	7,292.11
5th year	784.77	24th year	7,939.05
6th year	976.15	25th year	8,631.28
7th year	1,180.97	26th year	9,371.95
8th year	1,400.07	27th year	10,164.42
9th year	1,634.57	28th year	11,012.40
10th year	1,885.45	29th year	11,919.74
11th year	2,153.90	30th year	12,890.57
12th year	2,441.11	31st year	13,929.37
13th year	2,748.48	32d year	15,040.90
14th year	3,077.34	33d year	16,230.20
15th year	3,429.23	34th year	17,502.80
16th year	3,805.76	35th year	18,864.44
17th year	4,208.61	36th year	20,321.42
18th year	4,639.67	37th year	21,880.39
19th year	5,100.90	38th year	23,548.49

39th year	. . . .	25,333.35	51st year	. . . .	59,496.64
40th year	. . . .	27,243.16	52d year	. . . .	63,797.86
41st year	. . . .	29,286.67	53d year	. . . .	68,400.15
42d year	. . . .	31,473.19	54th year	. . . .	73,324.65
43d year	. . . .	33,812.80	55th year	. . . .	78,593.83
44th year	. . . .	36,316.14	56th year	. . . .	84,231.84
45th year	. . . .	38,994.76	57th year	. . . .	90,264.51
46th year	. . . .	41,860.84	58th year	. . . .	96,719.49
47th year	. . . .	44,927.54	59th year	. . . .	103,626.32
48th year	. . . .	48,208.93	60th year	. . . .	111,016.64
49th year	. . . .	51,719.99	61st year	. . . .	118,924.26
50th year	. . . .	55,476.82			

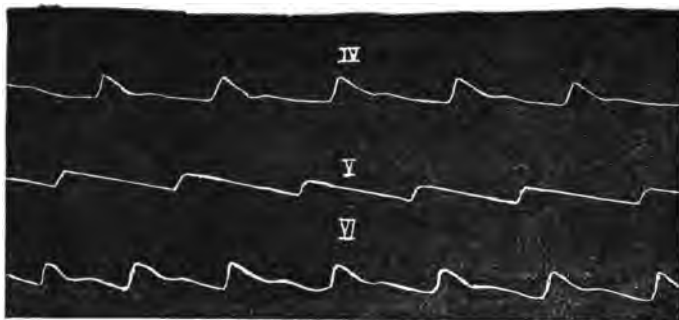
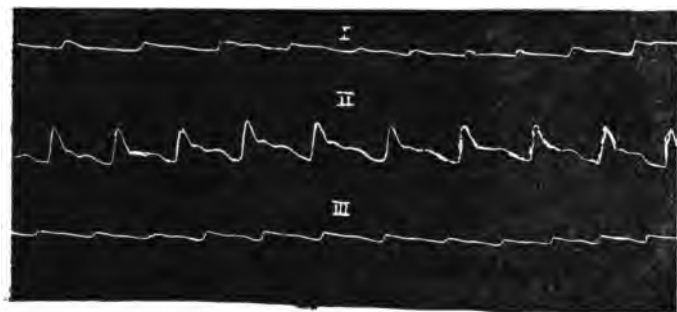
SOME EVIDENCE FOR THE BOY

Any boy who may doubt the seriousness of the evil effects of tobacco using upon his physical ability may be interested in examining the heart records given below, and numbered serially I to VI. The author made the originals of these tracings with a delicate instrument called the sphygmograph. Those in the group I to III are typical of one hundred cases of cigarette boys tested.

Tracing No. I represents the youth's heart action just before smoking and after he had abstained for about two hours.

No. II was taken while the boy was inhaling the cigarette and about two minutes after he had begun. It shows very radical excitement of the heart action.

No. III was taken about twenty minutes after the indulgence and shows the remarkable effect of a prostrated heartbeat. The rate was about 115 per minute and very feeble. At this stage of the action the skin of the smoker is cold and clammy, his eyes show a peculiar appearance, and he is remarkably free from all such feelings as pain and worry. He is now in a state of apathy toward all moral obligations and is very much inclined to violate his most sacred agreements. He will willingly slight his lessons at this time, for they do not just now appear to have any importance.



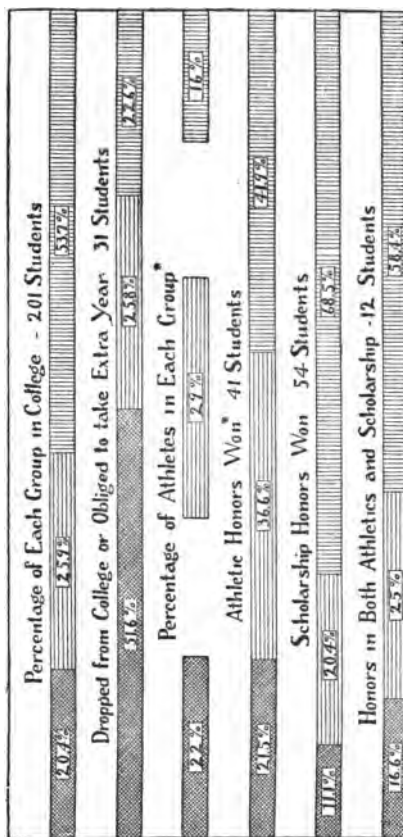
No. IV and No. V show the normal heart action of two youths who were non-smokers; and No. VI that of a young woman of about the same age. The bold, regular stroke of the heart unaffected by the poison is clearly pictured here.

Recently Mr. Edwin G. Clarke kept a record of 201 students, dividing them into groups with reference to tobacco using. The results speak for themselves and in no uncertain terms. This excellent chart is one of a series issued by The Scientific Temperance Federation, 23 Trull Street, Boston, and is here reproduced by special permission.

Smoking as a Handicap

From a study by EDWIN C. CLARKE, of the Students in Clark College, Worcester, Mass., 1906-1908.

Diagonal lines represent *Excluded Smokers* (41). *Horizontal lines represent Occasional Smokers* (82).
Vertical lines represent *Non-smokers* (108).*



*Only one sixth (16 per cent.) of the non-smokers were athletes but they won nearly one-half (49.1 per cent.) of the athletic honors.

"As a rule, the non-smoker is mentally superior to both the occasional and the habitual smoker."—*Clarke*

Lower scholarship in smokers is not only the result of smoking itself, but is bound up with athletics and club life. "Smokers athletes and fraternity men have lower scholarship records than other students."—*Dr. Hyles, Columbia Univ.*

METHODS OF CURE

Unfortunately the discussion under this heading must be comparatively brief and disappointing. There is not very much that is helpful to be offered. It is perhaps ten times easier and less expensive to prevent the juvenile smoking habit than it is to cure it. Parents must become aroused *en masse* to the seriousness of the tobacco blight which is fastening itself upon the precious lives of so many promising boys to-day, and combat it with all possible energy. Recently the author stopped off to fill an engagement to lecture in a beautiful Middle Western town of 10,000 people. Everything about this place seemed so well kept and attractive. There were the splendid residences, the large, well-lighted stores, the clean paved streets, the beautiful little municipal park centrally located, and — as if the very evil one had designed it — nine boys ranging in ages from seven to fifteen were sitting in a circle in the park and *all but one smoking cigarettes*. This otherwise healthy town simply lacked the proper sense of its deep responsibility to boys. Every one of these youths was necessarily on the way to a mediocre career.

But, you ask, what can be done to break up the smoking habit in case the boy has already made a start in its practice? That depends on how far he has gone with it, whether he inhales or not, how obedient he is to parents, and some other important matters. Some of the methods will now be given: —

1. As a rule do not treat the cigarette-smoking boy with harshness or severity but rather with the deepest possible sympathy and forbearance. The case is really pathological. He has taken on a disease and must be treated as if for a cure rather than for a reformation. Begin work, however, by securing the victim's confidence

and continue at any cost to enlist his coöperation and good will.

2. The boy does not necessarily realize the seriousness of the cigarette habit. He may begin as a mere matter of acting smart and imitating others. It is "all for fun" at first. Make as clear to him as possible the specific dangers of his newly-chosen path, in ill-health, low mentality, loss of business ability and influence, loss of standing among athletes, waste of time and money, moral irresponsibility, and the like. The case will call for every ounce of your effort united with his.

3. The craving for the tobacco comes in form of a tired and depressed feeling together with extreme nervousness in case of the heavy smoker. So give all possible attention to the physical condition. Provide light, palatable meals, keep the bowels moving freely, arrange for frequent baths with the cold rubbing-down to follow, give much exercise in the open air, and require the minimum of reading and study during the first stages of the treatment.

4. Keep the victim completely away from the sight or odor of tobacco if possible, and at the same time fill his waking hours with interesting experiences. Train him to make frequent optimistic declarations about his success in mastering the habit, and induce him to despise the practice he has abandoned. Make every reasonable show of confidence yourself in his ability to continue his abstinence, allowing no one to taunt him on account of his efforts to reform.

5. If it proves necessary to draw the boy away from the company of former associates who smoke, immediately provide other and non-smoking companions for him if this can be done at all. To the latter it may be made known that the young self-reformer is quitting the practice, and most probably the parents of the newly elected companions,

together with the boys themselves, will sympathize with the effort and assist by means of their moral sanction. One crowd helped him to learn the evil practice, now this other one can help him to quit.

6. If it is a method that appeals to the parent, religious conversion may in many cases prove helpful in breaking the powerful tobacco habit. It is as natural for a boy sometime between the ages of fifteen and eighteen, to desire instinctively some kind of religious experience as it is for him to desire social companions. Mere sectarianism and perversion of this beautiful God-given instinct may drive some boys into the extremity of atheism and scoffing at all religious ceremony, but if the matter be wisely and scientifically handled it will give the young convert a wonderfully vital hold upon all the higher purposes of life.

Some of the most intelligent of parents report cases of evil habits in boys by means of inculcating the practice of the forms of religious peace and poise, coupled with and reënforced by the continued affirmation of a spiritual mastery over the things of the flesh. While many serious-minded and right-meaning parents may treat all such methods as a mere joke, the author is enthusiastic in his indorsement of them as wholly within the reach of certain religious temperaments.

LITERATURE ON TOBACCO

Scientific Temperance Journal. Annual Anti-Narcotic Number, Boston.
The Injury of Tobacco. Charles B. Towns. Pamphlet. The Century Co., N.Y.

The Cigarette Smoking Boy. William A. McKeever. Pamphlet. 5 cents. Manhattan, Kan.

The Juvenile Instructor, Vol. XLVII, No. 9. Salt Lake City, Utah.
Literature of the Non-Smokers' Protective League of America, N.Y.
Pamphlets by Dr. W. S. Hall. Northwestern University, Evanston, Ill.
Address the Institution.

Reports issued by Yale University under Dr. J. W. Seaver. Address the Institution.

Anti-Nicotine Data. Address Secretary, Clark University, Worcester, Mass.

Address Columbia University, New York City, for report of extensive researches of Dr. George H. Meglan.

For a large fund of materials address the National Anti-Cigarette League, Woman's Temple, Chicago.

Address the International Reform Bureau, Washington, D.C., for copies of their quarterly treating the anti-tobacco question.

The Superintendent of Compulsory Education, City Hall, Chicago, will furnish other helpful data.

The Tobacco Habit. Hon. E. S. Goodhue, A.M., M.D. Pamphlet. Address, *Unity*, Chicago, Ill.

CHAPTER XIV

FIGHTING THE LIQUOR HABIT

To a person who, like the author, has all his life resided in the state of Kansas, the idea of keeping intoxicants away from boys seems as much a foregone conclusion and a settled policy as the idea of not allowing the young to learn to commit theft. The great majority of the men and practically all the boys of the Sunflower State are total abstainers from the use of intoxicating beverages. The few who drink do so clandestinely and also obtain their liquid stimulants through channels entirely unobserved by the growing boys. Those who offer intoxicants for sale in this state secrete themselves in dark and hidden places and ply their trade at the extreme risk of being fined \$100 and imprisoned thirty to one hundred and eighty days for the first offense, and of being sent to the state penitentiary for the second.

METHODS OF PREVENTION

Prevention is the great issue. Those who honestly study the effects of strong drink upon the characters of men and boys are practically agreed that such effects are most detrimental to the present well-being and the future prospects of boys. At the close of this discussion there will be given some scientific data showing the physical, mental, and moral injury of alcohol on youths and adults, but for the present it will be assumed that the reader is more interested in methods of prevention than in argu-

ments on the subject, so we shall proceed at once to a consideration of the former.

1. Strive diligently to prevent the boy from taking his first drink. There is absolutely no denying the fact that a certain amount of alcohol taken into the system gives the drinker a delightful feeling of relief from all pain and worry and an impression that he can conquer any and every enemy whether human or non-human. The thought of this happy, buoyant feeling is a powerful incentive to repeat the dose after the victim has once begun.

2. But the happy mood referred to above is really the insidious call of death. Its possessor is most likely on the way into the clutches of a habit that will carry him down to destruction. But in cases where intoxicants are dispensed publicly the boy may have to be carefully shown. All drunkards were once moderate drinkers. Secure a list of the biographical sketches of these men—the truth will be entirely sufficient—and go over them carefully with the young son. Emphasize at every opportunity the mild and seemingly innocent beginnings of the drinkers and quote statements probably made by each of them in substance, "I know when I have enough." Show, as will often be possible, that these human wrecks were once clean and respectable and full of the promise of worth that is latent in all ordinary boys.

3. If convenient, take the boy to some place where inebriates are detained and let him witness their fiendish conduct. The gaunt, haggard aspect of countenance, the wild or dull glance of the eye, the inarticulate or incoherent speech, and the many other signs of a broken life, should impress the youth deeply and make him desire and resolve never to touch intoxicants.

Similar impressive lessons may come to the boy if he be taken to the funeral services of the victim of strong drink.

Make clear to the young mind the utter humiliation and dejection of the members of his family, enlisting his sympathy for them if possible. Teach your son to think of the drunkard not so much with scorn and hatred of an evil-doer as with pity and sympathy for one who fell unexpectedly into the clutches of a horrible and incurable disease.

4. The strong drink question is really a parents' problem. The schools are doing their part fairly well in combating this evil. The homes are too often ignorantly or indifferently lax in the matter. Any parent of common intelligence, if he goes at the matter courageously, can prevent the boy in the home from taking up the drinking habit. A most sound and sane method of prevention is to keep a close grip on the boy's conduct from infancy, inculcating strict obedience and planning definitely for a careful supervision of his entire youthful career.

Therefore, make the home as attractive as possible for the young son. Provide inexpensive playthings; see that he has companions, even if you have to borrow some; give him light industrial duties to suit his age and strength; furnish him none but wholesome food and drink; arrange his evening hours attractively; talk over habitually his own little problems and perplexities with him; and continue to be ever his best and most trusted companion. These simple rules are within the reach of all and will prove infallible if reasonably well followed.

5. As the boy approaches adolescence, he will necessarily go further from you and into more places where there may be alcohol drinking. Have him bring home full reports of such outgoings, especially as to any questionable conduct that might have been observed, and correct any dangerous impression that he seems to have received therefrom.

In cities where there are open drinking places and the

use of intoxicants has much of the outward appearance of respectability, the boy will often confront you with such statements as "So-and-so drinks beer, and he is a nice young man." This will be one of the most trying incidents in your temperance teaching. In reply you will have to remind the boy that probably all hard drinkers once used beer exclusively and that the alcohol in this beverage in time proved insufficient in amount to satisfy the victim. The latter goes gradually and naturally to whisky and other more fatal drinks.

6. Then, as a final rounding out of the boy's purpose to grow up a total abstainer from the use of intoxicants, make it apparent to him how devotedly you have been planning and sacrificing for his future. Tell him how willingly you would give up all else that is dear and precious in this world in order to save him from being drawn into the clutches of the drink demon. Remind him that in doing so, or in ever beginning to drink, he would be thus destroying your peace and happiness and placing himself in the service of your enemies. No boy who has been rightly shown the light of a clean, sober life ahead and the darkness of the debauched way will be at all slow in making a wise choice.

Now draw from your son the strongest possible resolution in favor of his future abstinence from drink. Write out a solemn pledge in your own hand, putting your warm sympathy and your heart's love into it and ask him to sign it. Make this matter a real event in the boy's life, and he will be inclined to think of it whenever there arises the temptation to drink.

METHODS OF CURE

There are many reported cures for the drink habit, some of which are purely a commercial scheme and not

worthy of attention. However, the parent who has discovered that his young son is using intoxicants may be able to find methods and devices that will prove helpful in attempting to break up the practice. Before making an outline of the methods that seem to promise more or less assistance, we may be reminded that the rules offered for curing the tobacco habit will apply in particular to the alcohol habit.

1. The author is not able to advise the reader as to the actual value of many of the drug cures, excepting to suggest, as above, that one should use them on the boy with extreme caution. The so-called Keeley Cure for inebriates has gained the widest publicity and the largest degree of respectability. If the youth is so far gone as to need such radical treatment, some skilled and intelligent physician should be called into consultation. But as a rule it may be urged that the so-called drug cures for the liquor habit are a failure.

2. Tapering off by degrees, in the case of any vicious habit, is a delusive failure. This statement should have been made in discussing the tobacco habit, and it especially applies to the alcohol-drinking habit. So long as the indulgence is continued, even though it be ever so mild, there remains in the system the entire essence of the habit itself; namely, the clear memory of how the indulgence affects the system and the mind. Now, so long as one continues to think definitely of the practices and the mental experiences that go with the indulgence of the habit, it is in all respects still lingering in the system and will easily lure its victim back into its clutches whenever a suitable occasion arises. The seat of any habit is really in the mind. The very thoughts of its victim must be changed before his character is transformed.

3. A change in the physical situation will avail much in



FIG. 23. — These boys deliberate like men over the serious affairs touching their lives.

an effort to break up the youth's appetite for drink. Do something radical of this sort if at all practicable. Remove him far from the place of work or business, if it is there he meets the tempting situation. Or if you find that he is drinking with his social companions, then break up their relations and furnish the best available substitute for the social experience taken away. Spare no time and means in bringing the boy into a social crowd where drinking is not practiced and not thought of. A Chicago father did a wise thing, for example, when he forbade his sixteen-year-old boy to continue longer in the company of a beer-drinking but seemingly refined young crowd, and accompanied him many times to a municipal social center where only the more respectable forms of conduct were allowed. After half a dozen trips with the boy, the latter found a genuine interest in the new place and formed some excellent companionships among the young people there, enjoying the games and the library advantages.

4. The father who takes up seriously the problem of breaking up the dangerous social tipping into which his boy has fallen, will most probably do best by his own son if he makes his efforts reach out toward the salvation of others. Let us suppose a natural case in which there is a young crowd of ten or a dozen adolescent boys and girls who pair off and go for a street-car ride and a good time Sunday afternoon and evening. They visit the refreshment stands and the beer gardens, as some of the gardens have the outward appearance of real respectability. Just for fun they call for a glass of beer all round to sip along with their ice cream or other refreshments. It all seems so innocent and common that little is thought of it. But as a matter of serious fact, the alcohol thirst is being developed.

Now, in the foregoing case the father will often find it a

practicable plan to secure a list of those belonging to the young crowd and to take up with the parents of several of them, perhaps all, the serious error into which the young people are falling. These parents, if they are fairly well agreed, may not find it difficult to break up the foolish tippling practice of their children and thus save them all from the destructive places toward which they are drifting. It has been stated elsewhere in this volume, and will be repeated here, that the only really successful parents are those who concern themselves first of all with the welfare of their own children and then in addition with the good conduct of other children, especially those of their neighbors.

5. The fight against the demon of drink is one in which all good men and women should be engaged. Were it not for the tremendous monetary profits of the liquor traffic, it would rapidly die out. But so long as it remains at the head of the list of dividend-bearing institutions, the saloon will be likely to remain and continue in its destruction of the vast numbers of precious lives. One of the best ways to cure one's boy of the drink habit is to enlist him in the fight against the saloon. Some pray, others talk, and still others vote against the saloon. But too few do all these and more that is necessary. The successful opposition of the liquor traffic calls for a peculiar brand of courage. And while those who are not personally interested may regard the liquor business as in no wise related to them, we do not understand how parents can permit the saloon to enter and conduct its nefarious business in their home municipality without engaging in a strenuous combat with it. Such is the advice of the author to all parents. You will save your own boy from drink best as you attempt to serve similarly the interests of all other boys in your town. No other duty should appeal to you quite so strongly as that of vigorously oppos-

ing in every honorable way the poisonous, damning effects of the open saloon.

In making his fight against the liquor traffic, one can afford to proceed above board and in the open. The best success will come only in proportion as the opposing forces can be united. Seek to organize in a body such agencies as the churches, the Women's Christian Temperance Union, the settlement workers, the administrative forces of the municipality, and the men's clubs and organizations that sympathize with the cause. Bring to bear all the available scientific data and commercial evidence to prove your claims, but at the same time make it a strictly boy-saving campaign. Show that the cost to the community in caring for one ruined life is perhaps greater than the direct profits of the business.

PROHIBITION IN KANSAS

As a possible means of encouraging those who are leading out in the fight to save the boys of the country from the blight of alcoholism, the following extract is published, it being a brief part of an address delivered recently in Chicago, by the Hon. John S. Dawson, Attorney-general of Kansas, and reported by the daily press : —

“During former years — when the prohibition law was not fully enforced — there was another law on our statute books, of which scarcely anybody took cognizance, but which was faithfully obeyed, and which in time developed the force and power to sweep the last vestige of the licensed saloon into the Missouri River. It was only a little statute, never printed with the liquor laws, but which you must look for in the laws relating to the regulation of the common schools. It was enacted in 1885 and requires that instruction shall be given in every public school and to every pupil, concerning the evil effects of

alcoholic liquors upon the human system. Children take as readily to this kind of instruction as they do to stories of Blue Beard and Jack the Giant Killer. Every man, woman, and child in the state under forty years of age who has attended a Kansas school has received such instruction.

"And the procession of this class, possessed of this instruction, keeps coming into the social, business, and political life of the state, and it will abide with us. And so it is that our prohibitory law, like the moral law, homestead law, and the law of marriage, will abide while Kansas endures. It is, in my judgment, in no more danger of repeal than the Ten Commandments or the Sermon on the Mount. Some few, not many, may have departed from the doctrines instilled in their impressionable childhood, but the rule "to train up a child in the way he should go and when he is old he will not depart from it," is as well manifested in this branch of education as in any other. Thus a generation of people has now been bred to maturity under Kansas laws and in Kansas institutions, and it is no longer necessary for a Kansas public officer, when sworn into office and to support the constitution, to take that oath with a lie on his lips or with perjury in his heart.

"This influence of education began to be felt as a potent force in Kansas affairs eight or ten years ago, and gradually the wet territory became restricted to a few well-defined localities, a few cities, and to the mining regions of the southeast. . . . It was for many years a query in the minds of our elders just what would happen when the Kansas boys would take up the burdens of official responsibility. We showed them! The last two sessions of the legislature answered that query by passing the most drastic prohibition law in the world . . .

and now nowhere throughout our borders is there an open saloon, nor can even a secret saloon operate in Kansas for thirty minutes after the facts concerning its location come to my desk."

TOBACCO, ALCOHOL, AND OPIUM

In an article written by Charles B. Towns, M.D., and published in the *Century Magazine* (Vol. 83, No. 5, p. 770), the author makes a statement that should serve as a warning to all parents, as follows: —

"The relation of tobacco, especially in the form of cigarettes, and alcohol and opium is a very close one. For years I have been dealing with alcoholism and morphinism, have gone into their every phase and aspect, have kept minute details of between six and seven thousand cases, and I have never seen a case, except occasionally with women, which did not have a history of excessive tobacco. It is true that my observations are restricted to cases which need medical help — the neurotic temperaments, but I am prepared to say that for the phlegmatic man, for the man temperamentally moderate, for the outdoor laborer whose physical exercise tends to counteract the effect of the tobacco and the alcohol he uses, — in short, for all men, tobacco is an unfavorable factor which predisposes to worse habits. A boy always begins smoking before he begins drinking. If he is disposed to drink, that disposition will be increased by smoking, because the action of tobacco makes it normal for him to feel the need of stimulation. He is likely to go to alcohol to soothe the muscular unrest, to blunt the irritation he has received from tobacco. From alcohol he goes to morphine for the same reason. The nervous condition due to excessive drinking is allayed by morphine, just as the nervous condition due to excessive smoking is allayed by alcohol.

Morphine is the legitimate consequence of alcohol, and alcohol is the legitimate consequence of tobacco. Cigarettes, drink, opium, is the logical and regular series."

WORK FOR BOY-PROTECTING LEGISLATION

Parents are urged to seek the protection of their own sons through the far-reaching effects of state and national laws prescribing instruction to the young touching the use of alcohol as a beverage. The state of Kansas has enacted a very commendable law of this nature which specifies that —

"No certificate shall be granted to any person to teach in any of the public schools of this state who has not passed a satisfactory examination in the elements of physiology and hygiene, with special reference to the effects of alcoholic stimulants and narcotics upon the human system; and provision shall be made by the proper officers, committees, and boards for instructing all pupils in each public school supported by public money and under state control, upon the aforesaid topics."—Laws of 1885, ch. 169, sec. 1.

SECURE TEMPERANCE LITERATURE

Parents, who expect to make satisfactory headway against the dangers of alcoholism that constantly menace their sons, should do more than admonish and dissuade the latter. All the available assistance of writers and investigators should also be brought into use. Perhaps the largest fund of temperance literature ever published in a single volume is that contained in the "World Book of Temperance," compiled by Dr. and Mrs. Wilbur F. Crafts, and issued by The International Reform Bureau, Washington, D.C.

The temperance data that follow were nearly all taken from that valuable source book.

Effects of Alcohol on the Brain

Effects of Immoderate Drinking

The brain is made up of millions of tiny cells like that shown at Figure 1. Note the clear-cut, regular centre, and the long branches with their regular little "twigs." Those branches and "twigs" are the "live wires" over which thought travels

Figure 2 shows a cell that has been damaged by the continued immoderate use of alcohol. Note the irregular centre and the swollen and broken down "twigs" and branches.

"A cell may be so damaged by alcohol that it never recovers, and so far as we know, is never replaced."

A perfectly working brain is impossible with damaged or ruined brain cells.

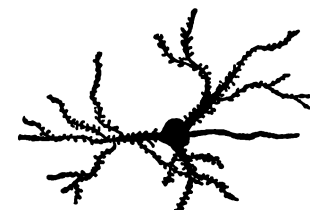


FIG. 1. HEALTHY BRAIN CELL FROM CENTRE.



FIG. 2. BRAIN CELL INJURED BY ALCOHOL.

Effects of So-called Moderate Drinking

Long before the cells show change in form, they may show change in action.

Impairs Mental Alertness

Kempster found that small quantities of alcohol impaired the ability to perceive, to signal, and to respond promptly and accurately.

Impairs Simple Mental Work

Veit's experiments in memorizing and Smith's in reckoning showed that so-called moderate drinking greatly impairs these operations.

Impairs Reason and Judgment

Experiments in measuring the quality of thought showed that even small quantities of alcohol tend to make clever thinking commonplace.—*Freeston, Ferriss*

Weakens Self-Control

"By deadening the brain cells, alcohol often causes serious lapses in self-control."—*Herley.*

So-called Moderation often leads to Intoxication

This chart is reproduced by permission of the Scientific Temperance Federation, Boston, Mass.

BASEBALL PLAYERS MUST BE SOBER

Connie Mack, Manager of Philadelphia 'Athletics' Baseball Team, says in *Sunday School Times* :

"There has been a great change in baseball during the past fifteen years. In former years, players did not receive very high salaries, and naturally we did not get the class of players that we are getting to-day. We have in our profession, fully 50 per cent of college players. The balance of our players, with a very few exceptions, are all well-educated men. Alcoholism is practically eliminated from baseball. For instance, I have twenty-five players this season. Of that number, fifteen do not know the taste of liquors. The few remaining, may, possibly, after a game of ball, take a glass of beer. They do not make a practice of this. Neither do we restrict them from doing so if they desire. They know that we do not approve of their drinking, and the positions that they hold and the salary that they receive keep them from becoming accustomed to drink. I actually believe that in five years from this date at least 90 per cent of the players will be strictly temperate."

KEEP DRUGS FROM CHILDREN

In an address before the Reformers' Conclave held at Washington, D.C., Dr. H. W. Wiley, then Chief of the United States Bureau of Chemistry, said :—

"Our efforts should be directed particularly against the formation of habits of drug addiction innocently. Children who are not allowed to form the coffee and tea habit at home have ample opportunities to do so at the drug store because of the many beverages offered at the soda fountain in which the active agent is caffeine. Let us keep our children free of drug habits of all kinds, if

possible. If a grown-up person deliberately wants to eat drugs, I think he should not be prevented, provided the injury which is done is solely to himself."

BEWARE OF ALCOHOLIC MEDICINES

It is a well-known fact among physicians and some other classes of persons that many of the medicines so widely advertised and sold on the general market contain a large percentage of alcohol. Through the use of such drugs the craving for a stimulant is acquired. On this point Dr. T. D. Crothers, of Hartford, Connecticut, made a very definite statement in his address before the Reformers' Conclave, noted above, as follows:—

"Very interesting experiments have been made of the action of alcohol on the cells, and here paralyzing effects are noted, showing that alcohol in small doses checks cell life and growth. Chemically, alcohol is found to be an anæsthetic. It not only absorbs the water from the cell and tissue, but introduces a toxin capable of producing further trouble and more serious derangement.

"The child who is given drugs from infancy for every ache and pain is trained to become a drunkard in afterlife. His power of resistance is lessened, and susceptibility to any drugs which cover up and dull the pain centers is increased. No one can imagine this susceptibility in advance. Hence the danger. Training, will-power, and horror of alcohol are not preventive. The demand of a susceptible nervous system, when once it has recognized the relief which comes from alcohol, is stronger than any effort of the will."

OTHER SIGNIFICANT FACTS

Memory is 60 per cent slower than normal as the result of alcohol taken on empty stomach, and 16 per cent slower if taken after meals.

According to the European insurance societies, the average length of life of total abstainers is thirteen years more than that of moderate drinkers and twenty-nine years more than that of hard drinkers.

Alcoholized dogs are capable of doing slightly more than half as much work as normal ones.

Dr. L. Schuyler, of Bern, found by means of a series of extensive tests that exhaustion occurred more frequently and the amount of work done per day was less in cases wherein the subject used alcohol.

In a walking match, distance sixty-two miles out from Kiel, Germany, fifty-nine users of alcohol and twenty-four non-users competing, the abstainers won first, second, third, fourth, eighth, and ninth places.

According to a report of the United States Department of Labor, authorized by Congress in 1907, 5363 establishments of a total of 6976 reported that they gave the preference to non-drinking employees as against the drinkers.

LITERATURE ON TEMPERANCE

The World Book of Temperance. Dr. and Mrs. Wilbur F. Crafts. 300 pp. International Reform Bureau, Washington, D.C.

Scientific Temperance Journal. Monthly. The National Temperance Society, N.Y.

Cutting It Out. Samuel B. Blythe. 75 pp. Forbes & Co., Chicago.

The Twentieth Century Quarterly. International Reform Bureau, Washington, D.C.

Psychological Aspects of the Liquor Problem. Professor C. F. Hodge, Clark University, Worcester, Mass. Address the author.

Town and City. Frances G. Jewett. Chapter X, "Good Business and Alcohol." Ginn & Co., Boston.

Profit and Loss in Man. A. A. Hopkins, Ph.D. 12mo. Funk & Wagnalls Co., N.Y.

The following temperance books have been selected by a committee of twenty workers:—

Temperance Progress in the Nineteenth Century. Johnson and Wooley.

Alcohol and the Human Body. Horsley and Sturge.

The Legalized Outlaw. Artman.

Intoxicating Drinks and Drugs in All Lands and Times. Crafts and Leitch.

Social Welfare and the Liquor Problem. Warner.

Anti-Saloon Year Book. Cherrington.

Prohibition Year Book. Wilson.

A Century of Drink Reform in the United States. Fehlandt.

All these may be obtained from the W. C. T. U. Press, Evanston, Ill., or the National Temperance Society, N.Y.

CHAPTER XV

COMBATING THE SEX EVIL

It cannot be reasonably expected that any boy will develop into the fullness of all his latent powers unless the energies arising in his sex-nature be conserved and intelligently directed into the channels of usefulness. Beyond the question of a doubt the sexual impulse is the strongest and the most important character-forming agency of all those which manifest themselves during the entire period of individual development. The music and poetry of life, the sweet dreams of love and adventure, the persistent adherence to the path of duty, the courage to do and to dare upon the field of battle, or as a combatant in the interest of moral warfare — these and many more like them are suggestive of the types of human experience attributive to the instinctive promptings of the sex nature. Take away the sex life of the individual while young and his entire nature becomes radically changed. It is a well-known fact, for example, that the eunuch is a squeaky-voiced, irresponsible weakling, a mere animal, disgusting in the sight of virile men and repulsive to the natures of right-minded women. It is also well known that a perversion of the sex nature of the young has been the means of destroying all that is good and beautiful in the individual life and of leading the victim on to manifold types of beastliness.

THE UNIVERSAL AWAKENING

Those who keep in touch with the current events are aware that there has been during the past few years a

universal awakening upon the subject of the widespread social evil. Many have shrunk from every personal relation to this great problem on the ground that its whole series of revelations fills one with disgust and abhorrence. We must in a measure admit this contention, but nevertheless the ugly facts remain. Thousands of precious young lives are going to their permanent destruction on account of the widespread ignorance, prejudice, and indifference as to the actual status and needs of the situation. Now, in case that the author's statements in this connection might be taken as mere extravagance, let us allow a number of persons of prominence to state the case for him as follows:—

“The Social Evil presents one of the somber phases of modern life. Perhaps there is no problem more complex and baffling within the range of present-day experience. The evils of which it is the cause and the perils with which it besets the lives of even the purest and least suspecting members of the social order afford ample justification for the most earnest efforts to abate and conquer it.”—Report of Vice Commission of Chicago, p. 261.

“The fountain source of venereal diseases has overflowed. The contaminated waters are rushing rapidly toward helpless children, to homes whose doors are open to receive the flood, into schoolhouses, and wherever its running and oozing slime can penetrate. Hence it is necessary to cry out loud to the people that the dam has broken and the putrid waters are rushing onward bringing disease, crime, insanity, and death to those who will not heed the warning and take means to let the plague pass on, walled in safe channels where it may be retained.”—“Plain Facts on Sex Hygiene,” by William Lee Howard, M.D. p. 4.

"It would be impossible to name any subject of such general importance and interest as this, on which so little has been said; the reasons being that the interest and importance of the subject are outweighed by its difficulty, and that while the dangers of speaking are patent to the most superficial reflection, the far greater dangers of reticence are not to be understood without prolonged observation and much thought."—"Training the Young in the Laws of Sex," by Hon. E. Lyttleton, p. 1.

"A Yale man left \$100,000 for discovery of a cure for tuberculosis; Rockefeller donated a million to exterminate the hookworm; George Crocker left one and a half million to be given to the one who would find a cure for cancer. But tuberculosis, hookworm, and cancer combined do not cause half the suffering as that caused by the two venereal diseases."—*American Medical Journal*, April, 1910.

"One thing is absolutely certain, every normal youth will have sex instruction. Ignorance is impossible."—Romilda Paroni, M.D., University of California, in N. E. A. Address. (See 49th Annual Report.)

"Educators forget that this unrestrained association of young people is of recent origin and that we have not yet seen the outcome."—"Lack of Moral Education and Its Dangers," by Jane Addams, *McClure's Magazine* (Vol. 38, No. 3).

"The terrible evils of sexual vice are in urgent need of attention by the clergy, teachers, and parents, in ways that are wise and efficient."—In Printed Appeal of the Council of Churches of Christ in America, New York.

A PROBLEM FOR PARENTS

But before society at large may reasonably expect to receive permanent benefits from the instruction and direc-

tion of the young in regard to sex matters, parents of all classes must take it upon themselves as a most serious home duty to perform their part of the work. And no one else comes into such close and intimate relation to the growing boy as to be able to impart effectively the needed information. But there is a distinctive difference between mere willingness and the trained ability to do one's part. Many thousands of those who earnestly desire to perform their whole duty in relation to the boy's development are much confused and very uncertain as to how to proceed. So it will be the chief purpose of the discussion following to set down specific ways whereby the ordinary busy father or mother may acquaint the growing boy with such life secrets as the boy really needs to know.

THE AWAKENING OF THE INSTINCTS

As a basis for procedure in the important matter of instructing the boy in regard to sex, the parent should understand something about the general nature of the human instincts. Very few of these inherent qualities are present at birth. In case of normal development, they come in an intermittent series, extending from infancy up to the time of full maturity. Starting with the simple fundamental instincts to nurse and to cry out when hungry or injured, the human child some weeks later manifests the instinct of fear; in a few months, that of anger; slightly later, combativeness; then, jealousy, the desire for personal belongings, the disposition to talk and to walk; the prompting to run away, to steal, to fight, to unite with the gang, and so on. And then, most important of all, at the age of thirteen to fifteen the boy responds to the highly stimulating promptings of his inner sex nature.

It is a serious error to attempt to hasten the dawn and

awakening of any of these sex promptings, as they are correlated with inner nerve structures and muscular tissues that must be grown. It is also quite as serious to allow any of the inherited dispositions to pass by without being noticed and met from without by the specific arrangements and guidance necessary to give them a normal expression.

THE RACE INHERENTLY SOUND

While the foregoing statements as to the wide extent of the social evil and its tremendous menace to the peace and well-being of society may seem to indicate that the human race is fast approaching self-annihilation, such is not the fact. On the other hand, the inherent qualities of humankind are in the main good and sound, and there is a constant natural tendency toward self-purification. Just as fast as we clean up the environment in which the human young are being reared and furnish them the excellent social training which we are capable of giving them, there will emerge in the oncoming generations a splendid crop of men and women sound in body and sane in mind.

It is very necessary that every boy trainer acquire this optimistic view of the inherent goodness and soundness of humanity, otherwise he will be inclined to give up his charge in despair with the thought "man is naturally a wicked and perverse animal." So with the idea of cheering the disheartened parent, the author states emphatically that after twenty years' study of the race life he believes more than ever in the latent worth of the ordinary child — that, if given the advantages of wise home training, good schooling, and a helpful social environment, the vast majority of the children of men may be developed into men and women of moral integrity, economic thrift, and spiritual insight sufficient for all the needs of a high-class



FIG. 25. — What a pity that the blessings of the running brook and the big out of doors
should be denied so many boys!



civilization. Therefore, the parent must think of his boy as most probably a piece of excellent raw human material to be fashioned by training into a man of personal worth.

THE DUAL STANDARD MUST BE ABANDONED

It is most unfortunate for growing boys that the double standard of morals for men and women exists. Women are naturally no better than men, but they are really so and that merely because of more careful and conscientious training in social and moral purity. There is no sane or logical moral reason why men, any more than women, should have the exclusive allowance of such things as whisky, tobacco, and a loose sexual license. All these differences in sex indulgences hark back to the time when man owned woman and treated her as his slave, forcing her to do the heavy work, to wait on him, and in other ways to minister to his appetites, before attending to her own wants. If any one will make a study of the history of the development of the idea of human rights, he will find that man has always claimed these "rights" for himself first, and long afterwards granted them to his sister. The right to own property; the right to be educated; the right to speak in public; the right to the franchise; the right to be immoral, excepting as an outcast, — these are some of the privileges man reserved for himself centuries before he accorded them to his sister.

But now the situation is changed, and even the dual standard of morals is fortunately passing. In accordance with the new single standard of moral conduct for both sexes, the ablest teachers of juvenile ethics agree that boys must be kept under the same close restraints as girls in respect to evil speech and conduct among their mates and in respect to what they may be allowed to witness by way of evil example or suggestion. This new rule of

personal purity for growing boys, if put into general practice, is destined to bring about a mighty evolution in the conduct of men. Parents are earnestly urged to apply it in their own homes.

AVOID PRECOCIOUS DEVELOPMENT

Precocious sex awakening is an almost certain indication of sex perversion, for it means that the innocent child has been forced in thought and practice ahead of his inner physical development. This premature response to the ways of the adult is brought about by a number of errors in the young boy's conduct, the chief of which is too much attention on his part to the love scenes and situations of his elders. For example, he attends many cheap theaters whereat the "billings and cooings" of love-sick young people make up the major part of the program. There he is forced to think in a guessing way about types of conduct which should not engage his mind for many months to come. He is bantered and teased about being in love with the girls and is even indulged in his "puppy love" affairs at a time when he should be entirely free from such annoyances and actively enjoying the healthful boy pranks that properly belong to one of his years. Again, he is allowed to read dreamy, maudlin fiction wherein the strained imagination of the writer imputes to spindling cigarette smokers and other such dissipates the conduct of courageous, manly men.

Worse than the forms of error in boy training listed above — although perhaps somewhat less common — is the fault of allowing the child to associate with older persons of evil character who purposely fill his mind with thoughts of the sex life and excite his physical sex nature. Inquiries into this situation have proved beyond question that there are a few men of all ages, and some women,

vile enough to tell mere children unprintable stories about sex matters and to convey their meanings by the use of the most depraving language. This foul, poisonous speaking is frequently practiced by irresponsible youths.

Now, the congenital organs of the boy should mature slowly with very little consciousness on his part of their existence, other than a general feeling of buoyancy and a sense of delight with being alive in a world of strenuous activity. But the excitement consequent upon premature sex instruction diverts the slow normal growth of the physical organs causing waste and dissipation of the seminal fluid at a time when its subtle strength should be flowing into and reënforcing many of the vital centers, especially the brain. If therefore the boy manifests a premature interest in sex matters, his caretaker should lose no time in determining the cause thereof and applying a radical remedy.

Strange to say, the teachers in the public schools sometimes commit the grave error of ignorantly encouraging pre-adolescent boys and girls in imitating the love-making practices that properly belong to the time of youth and later. The mating off and choosing sex partners in the games, and the other forms of accentuating the individual sex consciousness, may be put down as hurtful to mere striplings of children in that they hasten the awakening of the sex instinct.

Other practices that tend to develop the sex life prematurely are the use of tobacco — especially cigarettes, and of tea, coffee, alcohol, or any other non-food stimulant. Every sound rule of practice requires strictly that all these things be kept away from the young.

STUDY THE SEX QUESTION

The parents who decide to give their sons a practical course in sex instruction will not find mere willingness

adequate for the purpose. They will be under the necessity of studying the question as presented in the many helpful books and pamphlets now available. A list of such publications will be found at the close of this discussion. In selecting the literature of the subject, the work which merely presents the dark side of the social evil and offers no practical relief should be avoided. There is not a little danger of one's giving up the whole matter in disgust with the opinion that the entire race is inherently immoral, and that there is therefore no use in trying to save the boy. However, it is urged that this dark picture does not apply to the whole of society, but only to certain worse portions of it.

Then, again, there must be discrimination between the sex books intended for the parents and those intended to be placed into the hands of the boys themselves. In choosing the latter, one cannot do better than to consult the advice of the experts. Some books purporting to teach boys wholesome sex ideas overexcite the passions and leave at best a negative effect.

METHODS WITH PRE-ADOLESCENT BOYS

"All conduct springs ultimately and radically out of native instincts and impulses, and we must know what these instincts and impulses are, and what they are at each particular state of the child's development, in order to know what to appeal to and build upon." The foregoing words from the pen of Dr. John Dewey, a national authority on child development, should be made our rule of guidance for this procedure of finding a way to train the pre-adolescent boy in relation to sex matters. So now let us consider some of the simple methods.

1. It must be understood fully that the boy of this tender age will possess almost no native interest in sex

matters, since his instinctive development in relation to them is still quiescent, or merely potential. Yes, he will ask such questions as, "Mamma, where did I come from?" But this childish inquiry will have little more sex significance than the one he will probably make next; namely, "Why do trees grow up instead of down?" Whenever questions of this nature arise, the parent should answer briefly but frankly. It is a mistake to believe that the child grasps the meaning of the subject deeply or that he requires a complete answer to satisfy him.

2. The stork story about the coming of infants is not harmful because it is a falsehood. It is no more a falsehood than is any fairy tale, and it appeals beautifully to the imagination of children. The stork story is objectionable only in case that it is made to answer permanently the childish inquiry, and the latter is allowed to go to some objectionable source for his information about the origin of human beings.

Tell the stork fable, then, if you will, but be certain to watch for the child's indication of doubt, and on the latter occasion make the simple unexplained statement that "The baby grows in its Mamma's body." A definite answer of this kind will naturally satisfy the child, and properly divert his immature mind from the matter. There may arise the necessity of impressing him with the thought that he need not talk about this subject with other boys and that you will tell him all he wants to know.

3. Yes, the boy will keep coming back with his questions about the origin of life, getting his suggestions therefor from the many natural situations of his environment. On each occasion you will meet him frankly with the simple statements warranted by his immature understanding. Keep in mind the natural innocence of the young ques-

tioner. He is most probably no more profoundly interested in the entire story of human origin than he is in the entire story of how soap is manufactured.

Those who have time may lead the boy by degrees into an intelligent understanding of the sex life through the use of growing plants. The public schools in time will take up this part of the sex instruction and thus supplement the home efforts. The chief aim of these juvenile lessons in plant biology will be that of making known to the child the methods whereby fertilization takes place, and the more general idea that all life comes from life.

"Everything comes from an egg" is the motto under which Dr. W. S. Hall, of Northwestern University, proceeds to impart the secrets of life to young boys. He then places before them many examples from the plant and animal world. The boys will thus be shown how some eggs are hatched within the body of the parent form and others after being deposited — the bird egg, for example. At this point of advancement it will not surprise or shock the mind of the boy if he be told bluntly that the human child is hatched within the body of its mother.

4. One secret of success in giving the young son helpful instruction is to meet frankly every childish issue as soon as it arises. The boy will continue to return with stories about what he has seen, heard, and done. If he runs with the common crowd — as he should — he will occasionally bring home a "horrible story" some older boy has told him. Now is the time to act. Explain away any wrong impressions he may have received and warn him against following any evil suggestions. The author contends that a boy may be permitted daily to mingle with even the so-called tough young crowd, provided every

important problem that arises be made a topic of sympathetic home discussion. By this means the young truth-seeker is gradually prepared to meet every contaminating influence in an independent and self-reliant manner. Sooner or later he must go out into the world as it is; and why not prepare him to counteract its evil influences with his own built-up force of character? Slowly but certainly he will develop a personality that may carry its own self-protecting ideals into the midst of all kinds and classes of companionships.

We are especially anxious to be understood on this point. It seems impracticable to keep the boy "out from among them" and thus free from the so-called contaminations of the world. To do so is to make a prude of him and to narrow his understanding of human life. On the other hand, by sending the boy early among the ordinary youthful companions, good and bad, and by taking up for home discussion with him every important experience of the day, one prepares him for efficient membership in a democratic society. Thus, he learns to know by degrees the temptations of the world and successfully to combat them.

5. It is highly important that the physical life of the growing child have every advantage for normal development. Stimulating outdoor play and exercise with well-provided sports, enough industrial training to keep his muscular tissues firm and solid, a well-regulated dietary of wholesome body-building materials, and a mind comparatively free from morbid and depraving thoughts — these are some of the practices that will tend to give the ordinary boy a normal physical development and in so far prepare him for the coming dawn of adolescence. Under ordinary conditions, there is so much of interest and helpfulness to engage the mind of the growing child

that he will more or less naturally keep away from the path of evil temptation. Many boys become debauched and criminal in their conduct simply for want of something worth while to do. The parents are extremely busy with their ordinary work and turn the children out during the summer vacation to find their way in juvenile society as best they can. As a result, and almost before anybody concerned realizes the fact, the boys have organized a gang in some hidden, out-of-the-way place and have made the very small beginnings of a criminal life. Obscene language, petty thieving, making light of and plotting playfully against public offices, are among the seemingly innocent parts of the daily program of the young gang. However, from this beginning, is an easy step to real crime. With the bracing effect of a few cigarettes and a bottle of beer, some one in the gang is now ready to venture out and pilfer from a store or a farmer's garden. All are prepared to prevaricate about matters when they return home. At this stage of the organization, some older boy will be certain to introduce vile stories about the sex evil. Now, unless this situation is known and met with most radical treatment by his parents, any boy member of this gang of embryonic desperadoes will soon become permanently contaminated.

6. Boys should be taught early to respect and defer to the character of girls. But true to the savagery in his young nature, the little five-year-old often is inclined to "beat up" a girl in the same fashion as he would a boy. "Boys do not fight girls," is a good motto to inculcate. There is no question as to there being a difference in character and temperament between normal boys and girls of the pre-adolescent age, the former being more brutish and savage and the latter more gentle and refined. So, during the same lesson in which you attempt to teach

your boy to defend himself against other boys who would claim his rights, you hold up to him the ideal of standing back and allowing young girls of his age a prior right to the playthings and other privileges, on mere grounds of sex difference. He should be made to believe that it is little and contemptible for a boy to be rough with a girl or to mistreat her in any more serious manner. Say what you will, it is a part of the fine spirit of any enlightened age to recognize the sacredness of the mere body of woman. The boy can be best prepared for doing a manly part in this practice, if he be given juvenile training as suggested above.

We easily obtain our warrant for the position last stated above from a study of the characters of the men who do violence to the sanctity of feminine nature,—the “white slaver” and others of his kind, for example. These men are usually brutish and cruel, underdeveloped specimens of the race. Their most damnable error of opinion is that of believing that all men and women are lacking in virtue. It is their theory that what they are doing by way of ruining the lives of women, all other men would do if the opportunities and occasions should arise. They also believe that every woman has a price set upon her virtue and that it is their concern to traffic in such at the most advantageous price offered by the human-flesh markets.

METHODS WITH ADOLESCENT BOYS

It must be recognized that the adolescent boy is a new creature as compared with his former self. The genital organs are now awakened into potential activity. The peculiar effect of the male secretions is that of strengthening and toning up the entire organism. The voice drops an octave lower, the shoulders broaden, the chest and

neck expand, the head is held more erect. More marked still is the change in the mind activities. The interest in everything now becomes social. The youth thinks of himself and all that he does and proposes to do as related to the conduct or pleasure of other selves. He is especially fond of the society of young girls and is inclined to be highly sensitive to the smiles and frowns of some particular one of these. He was never before in his life in an attitude of such intense interest in anything as he is in the young social circle to which he belongs. Now, if ever, is the time to educate him.

1. In giving the youth healthy stimulus for his sex nature, provide that he be allowed to go frequently among the young of both sexes. Once or twice per week will not be too often. A party, a young people's church meeting, a picnic, or a singing class meeting — anything that will keep him in a clean moral atmosphere and stimulate his sex life in such a quiet subtle way as will regenerate and refine his whole being without doing physical violence to himself or others.

2. Keep in mind that the youth's sex nature is not an accursed thing, but a divinely ordered affair, furnishing the latent energy and the stimulus for every good undertaking of which his young life is capable. See that he has wholesome food, without tea, coffee, or other stimulants, and with a small amount of meat and eggs in the diet. Have him bathe regularly, and refrain from lying on his back while asleep. Have him arise promptly on waking in the morning and retire regularly as possible at bedtime.

3. Talk frankly with the youth about touching or exciting the genital organs and have him practice the "hands off" rule if possible. If there seems to be a tendency to irritation in the region of the foreskin, provide that a physician examine the parts to determine if there

be any abnormal adhesions or other minor conditions that need relief.

The normal condition of youth provides for an overflow of the seminal fluid, a matter which at first gives the boy mental depression and even deep concern about his health. Allay his anxiety about this affair and prevent him from applying to some quack doctor for relief of an imagined trouble. Forestall also the possibility of some coarse-minded man advising him to practice self abuse or to consort with lewd women as a necessary method of preserving his health.

4. Remember that the young son is now in a very plastic stage of development. The temptations to which he might yield now will not affect him after he has become fixed and stayed in a clean sexual life. The report of the Vice Commission of Chicago cites case after case of youths who were solicited by fallen women, on the streets at night and in the darker places, such as saloons and public dance halls. Forewarn the youth against the fatal step toward which such persons are luring him. Explain to him how just one error of this kind would cause the loss of his self-respect and probably tend to make permanently a beast of him. Remind him of how he would afterwards feel in the presence of respectable girls and women of his acquaintance.

5. Now take up the ugly subjects of gonorrhea and syphilis with your son, explaining how these poisonous diseases are doing their deadly work ; for example, in sending to the operating table 70 per cent of the women who are compelled to go there ; how they are transmitted from one person to another ; how to avoid them. Explain the fact that illicit sex conduct sickens and blights forever many a youth who fell ignorantly into the practice or who thought he knew how to escape the evil conse-

quences. Tell him how gonorrhea curses the second generation through its sight-destroying effects, and how the sex diseases render many men impotent and incapable of becoming fathers. Tell him how keeping company with the vile and lewd has no halfway place of decency, but that it keeps dragging its victim downward away from the high and ennobling things of life.

6. Remind your son that you want to develop him for all he is worth and that you expect him to marry some pure-mindeed Christian young woman when the proper age is reached. Remind him of the joys of the good family life and of parenthood. Say that if he leads a clean life, the time will almost certainly come when everything else will dwarf in seeming importance as compared with the well-being of the good wife and the attractive children that may bless his home.

It is a mistake to belittle the love affairs of youth. Far better is it to take a genuine interest in them, seeing that the young people get together frequently in wholesome associations, and even encouraging your own seventeen-year-old in the matter of keeping company with some worthy girl with not too serious intentions. If both you and the parents of the girl are constantly planning in your own home circles for a worthy future of your sons and daughters, then this particular pair are not so likely to lose their senses and run off to get married, or even enter into an engagement to marry in the future. Thus always have as your motto an effort to work *with* the youth, directing and refining his instinctive desires, but never striving to completely repress or eradicate them.

Finally, think of the joy of being a virile young man, honest, affectionate, clean-minded, courageous, magnanimous, true to every principle of right and honor — and exalt this ideal in the mind of your young son to the end

that he may love it, and claim it as his own, and be it. After that his sex instruction will have been fully completed and he will rise up and bless his age and you.

LITERATURE ON SEX INSTRUCTION

- False Modesty. Dr. E. B. Lowry. 110 pp. Forbes & Co., Chicago.
- Plain Facts on Sex Hygiene. William Lee Howard, M.D. 250 pp. Edward J. Clode, N.Y.
- Life's Beginnings. Dr. Winfield S. Hall. 40 pp. Association Press, N.Y.
- What Shall I Tell my Child? Mrs. Woodallen Chapman. 62 pp. Fleming H. Revell Co., N.Y.
- Effects of Coffee Drinking upon Children. Charles Keen Taylor. *Psych. Clinic*, Vol. 6, p. 56.
- What Not to Teach our Children upon Race Hygiene. Woods Hutchinson, M.D. *Good Housekeeping*, Vol. LIV, No. 4, p. 529.
- School Instruction in Sex Hygiene. Charles W. Eliot. *Journal of Education*, Vol. LXXII, No. 7. Boston.
- Instructing the Young in Regard to Sex. William A. McKeever. 16 pp. Manhattan, Kansas.
- Set of pamphlets. Society of Sanitary and Moral Prophylaxis, N.Y.
- Social Diseases and Marriage. Price A. Morrow, M.D. Lea Brothers & Co., N.Y.
- Set of Pamphlets issued by the National Vigilance Committee, N.Y.
- Education with Regard to Sex. Charles R. Henderson. 300 pp. University of Chicago Press.
- Journal of Educational Psychology*. Sex Hygiene Number. Warwick & York, Baltimore.
- Almost a Man. Mary Wood Allen. 10 pp. Crist, Scott & Marshall, Coopertown, N.Y.

PART FOUR
VOCATIONAL TRAINING

CHAPTER XVI

THE NEW VOCATIONAL IDEAL

ANY ordinary boy may be so trained and directed that he will at length attain unto mastership and happiness in his vocational life. The detailed methods of such training will appear from the discussion to follow. There exists to-day a more general belief than ever before that the good things of the world belong of right to all the people and not to the few. This belief has grown out of the comparatively modern discovery that the great mass of humanity is inherently good and sound, and that nearly all the children of men — if taken through a course of scientific training — may be prepared for efficient citizenship, including the right and privilege of enjoying the real comforts and the substantial pleasures of life.

ONLY THE GENIUS IS CERTAIN

Only the geniuses will find their way unguided to a successful career. They go straight at the work more because they cannot help themselves than because of any power or wisdom of choosing. But the geniuses are scarce — perhaps one in every thousand. This book is not written for them, but for the 999 boys of ordinary, latent talent. In directing the members of this great common class, two ideas of a more general nature will serve to guide us all the way. These are *stimulus* and *opportunity*, and both of them must be continually and intelligently offered in order to insure success.

Let us make these two points clearer if possible. Of

course the common boy will seem to have no conscious outside interests at birth. But in a very few weeks he will be looking about for baby entertainment. Now, to stimulate him properly is to touch the nerve centers that seem to be awakening into activity, and to give the opportunity is to furnish the specific means of practice called for at the time. For example, the baby will early manifest a tendency to grasp objects in his hands. By placing some light object against his palm, the stimulus is given to this impulse. Then, by placing in the little hands repeatedly the various objects suitable for giving this impulse expression — such as a bright ball or a rattle — the opportunity for development is furnished.

So let the boy trainer accept and make use of these two guiding ideas of stimulus and opportunity from the very beginning. That is, watch patiently for the dawning of the long list of native interests each in its turn, stimulate these in order to bring out more forceful activity and furnish them the right means of giving them full expression. When the interest in play is at its height, then indulge this interest with the right kind of playthings and the right occasions for using them. When the interest in mechanical construction is most manifest, give that interest every helpful advantage possible for expression. While the boy is bristling with a desire to fight, teach him by means of intelligent supervision gradually how to turn his fighting disposition into expressions of moral courage and into manly efforts in behalf of the common good.

BRING OUT THE WHOLE BOY

We are trying to make it apparent to the reader that a successful vocational life for the boy is not attained unto in a day nor by mere hit-and-miss methods. The shortest cut to success proves to be what falsely seems to some the

longest way around; that is, give every latent aptitude in the young life every possible advantage of expression at the time such instinct comes to its awakening. By proceeding thus, we at length find not one or two developed talents to make use of in selecting the vocation, but a large number of them. The promising boy must have the fullest possible opportunity of development, but ordinarily it cannot be certainly determined as to what will be the best life work for him until he has probably reached his eighteenth year, or even later. Many parents are foolishly attempting to choose a calling for their ten-year-olds, but, as a rule, this effort is quite as erroneous as would be that of picking out an eight-year-old girl whom their pre-adolescent boy must marry when he has become old enough. If parents and other trainers will lay aside the determination to force the youth into some particular vocation, at the same time developing him wisely and rounding out his inner nature through training, the time will come when he will be prepared to make a wise choice for himself. For, after all that is best has been said and done by outsiders, the individual himself, and he alone, is in the true position to exercise the wise choice of a calling.

THE WRECKS ALONG THE WAY

The intensive student of human nature is deeply impressed and frequently distressed by the sight of the human wrecks that are strewn along the great highway of life. "I never had a fair chance," one cries in despair. "I missed my calling," says another. "I was not given a square deal," exclaims a third. "I have never found my place," still another declares. "If I only had my life to live over again, it would be different," is the complaint of another human failure. "I didn't git no start in life," is the expression which the late Sam Walter Foss so aptly

puts into the mouth of the typical street-corner loafer. So the cry goes on, loud and long and plaintive, in practically every case charging some one else with the fault. Now, the reader may be somewhat surprised at the position herein taken; namely, it *is* some one else's fault rather than that of the victim himself that his life has proved a failure. He was trained wrongly, advised wrongly, directed wrongly, or in all these ways mistreated by those around him who were responsible for his well-being and were mature enough to know better than to let his life go to waste.

It may have been fair enough under old-fashioned conditions for us to contend that every good boy will "find a way or make it," but such is not the case in this day of high specialization. We are now obliged to change the motto to mean substantially that every common boy must be intelligently helped to find his true place in the world and to make it a success.

FUNDAMENTAL FORMS OF TRAINING

Even though the discussion may seem to drag a little, we need again to be reminded that certain fundamental training practices must constitute a part of the development of every ordinary boy whom we may reasonably expect to help on toward a successful career. These essential practices are not arbitrary, but they grow out of the demands of the boy's inherent nature and are these: play, general industry, sociability, citizenship, and social service. We are not thinking merely of preparing the youth to get ahead financially. Important as that matter is, it will tend to look after itself satisfactorily in proportion as we round out all the essential elements of a complete life through careful training. The finest expression of modern civilization is efficient citizenship, but that im-



FIG. 26. — Such games as this, with a crowd to cheer, are sufficient to satisfy the warring instincts of youth.



plies a character rich in the experience of the foregoing list of fundamental practices.

1. Under another title we have already given extended discussion to the problem of play, and so we pause long enough here merely to remind the reader of the absolute necessity of giving attention to the play instinct of the child, through the furnishing of all the means and opportunities therefor that can possibly be made available. The thought just now uppermost in respect to the play life of the child is that if such life be well provided for, he has been thereby advanced to a marked degree toward success in the business upon which he will in time settle for his life work.

2. So with general industry. By giving the boy every possible variety of practice in performing the light duties about the house, the home, the shop, and the field, we thus open the way still further toward his wise choice of a vocation. The parent who states that he has nothing for the boy to do, usually manifests ignorance of the true situation and its needs. He probably means that there is at hand nothing for the boy to do which will return a money profit. But this thought proves to be far from the point of interest here. It is not exclusively a question of securing work that will provide money returns, but rather one of holding the boy upon tasks that will in the end profit in character returns. Under the former false arrangement, the boy is thought of for the sake of the work and the profits. This is the same old grinding conception which has too long crushed the latent beauty and worth out of human character. Now, the later conception proves to be one which leads directly toward the higher achievements of life. That is, the industry is to be thought of strictly in terms of its character-building worth.

No childish beginner in industry is able to pay with

the product of his effort for even the trouble of directing him. It may be safely asserted that for many months the young industrialist, under proper care and direction, is a financial loss. He is being led into many steps of effort where he will blunder and destroy materials and consume the valuable time of his trainer. But the wise instructor and guide of youth looks far on toward the future for the profits, and is content for the present with attaining a happier adjustment of the child to his appointed tasks.

3. Sociability is a form of training absolutely necessary for the growing individual who is in time to become master of a vocation. But the social life of youth has already received extensive treatment, so we will merely reiterate here that the successful business man must necessarily deal at all times with people. An intimate knowledge of how and why others think and act will come to him only as a result of much experience in mingling with all the different elements of society. Such an intimate acquaintance with the great variety of personality to be found among human kind will enable the business man to conduct his affairs with a greater assurance of success.

One young man whom the author has known intimately for many years had a comparatively quiet and innocent type of early social experience. He believed that practically every man was honest, and he trusted all who came to do business with him. In a very few years this overconfidence brought him into financial ruin, necessitating an entire new start in life. A second young man had acquired his youthful experience too exclusively from associations with untrustworthy and dishonest characters; and conversely to the first, this man began business imbued with the thought that no one is to be trusted. He

started out with much selfish enthusiasm in an effort to win his way through sharp practices. It required only a year or so for his financial undoing. His patrons became fewer and fewer until he had to close out his business in a receiver's name.

4. The reader may not at first be impressed with the suggestion that training for citizenship is a most important part of the natural development of any successful business man. But such proves actually to be the case. Our best society is made up of a large number of men and women who recognize their interdependence perhaps more fully than they do their independence. One of the finest ideals to be inculcated in the mind of the growing boy is that praiseworthy business success will come to him only in proportion as he plays fair with other business men and with the public at large. There is room in the world for every honest, earnest person who has rightly chosen his place. But he must regard himself as a part of the larger social unit and as in duty bound to contribute his share toward the civic welfare. Imbue the youth with this idea as a fixed habit, and he is more certain to become possessed, not only of all necessary worldly goods, so-called, but of that rarer wealth which we recognize in a worthy man and citizen.

5. We shall make a most serious effort under another topic to make it appear that social service is essential and part of the character of every man whose career deserves to be regarded as successful. To give as well as to receive, to let go of some of the precious things of life in order that others may be taken — this is the idea that suggests the necessary equilibrium in the conduct of any good man. So the boy must learn early to appreciate the rights and needs of his fellows, to minister to those who are in need, to lift up the weak and fallen, to offer

good cheer and encouragement to those who are in despair, and thus add riches unto his own personal character and pave the way with more certainty for undertaking a successful vocation when he has become a matured man.

THE HIGH AIMS OF ACHIEVEMENT

Long before the youthful son has any clear idea of the way over which he is being led or the faintest suggestion of the goal that lies at the end of his path of training, the trainer himself must have formulated for the boy two high and worthy goals of effort. They are these: (1), an extreme fondness for the chosen work; (2), mastery in the performance of that work. The successful man must be thoroughly in love with his work. In such case its finest meanings will come to him in his hours of silent revery and on the occasion of his actual dreams. All that is highest and best in the nature of the truly successful man sooner or later comes forward and lends its service to the onward progress of his life. On account of this secret perennial joy that comes from performing his chosen work, he walks with head erect and with courageous step toward the duties of each new morning and comes away from his place at the end of a hard day's effort fatigued more or less in body, but comforted with the thought that he has made some progress in his effort to do something worth while.

Indeed, the first great secret of a life that proceeds rhythmically and serenely toward the end is that of being devoutly in love with the chosen work. Assist the boy to find at length such a place and his success in the career is practically assured. But pity the man who is thoroughly fond of one kind of occupation, dreaming by day and by night of its beauties, and who at the same time feels compelled by force of circumstances to work hope-

lessly on in some ill-chosen place of drudgery for a life calling. He can never hope to rank among the masterful citizens of the world.

This newer ideal of fondness and mastership in the chosen calling must be exalted earnestly by all who hope to succeed in training boys. It must be urged that work and industry are ennobling, not degrading. It must be made known that only through a knowledge of the general principles of industry and through the final mastery in some particular chosen line of industry, can the individual succeed commendably during his lifetime. Fortunately, this new point of view is becoming daily more common. We are learning that work and industry are not inconsistent with culture, but that they are a necessary part of it. Cultured artisans as well as cultured artists constitute a part of this new age of progress. Refined and gentlemanly live-stock raisers, farmers, shopkeepers, stone cutters, and the like, are becoming more and more conspicuous among the common ranks of men. In this day of the uprising of the people in an extreme effort to take over their own interests into their own hands, we note with pleasure the fact that the best and most promising statesmen, legislators, attorneys, teachers, ministers, and so on down the line — that the best and most promising of these are to be found among those foursquare young men who have been taught from childhood to soil their hands in the performance of plain, heavy work, to live in an atmosphere of wholesome industry and sociability, and to touch heart to heart and life to life with the ranks of that great throng whose early experience was to earn their bread by the sweat of the brow.

Under this new order of things, there is no high calling or low calling except as the person occupying it is high or low in his character and in his interpretation of what

true life is. Too long have we inculcated this false ideal among boys; namely, that they must struggle for a few places at the top, and attain that only at the expense of extreme suffering and ignominious failure on the part of those who can never reach that much-sought goal. Instead, we must urge the thought that there is room enough in the world for every worthy soul; that the man who is rightly appointed to a place in the mine, the factory, the forum, the senate, or what not, may shine, not in a light borrowed from his environment and his possible so-called exalted position, but in the light that must emanate from the inner source of his own true nature. We must teach boys that it is a great thing to find a place in the world where one may gladly do his best to give daily an honest measure of service to his fellow men and to his Maker. We must teach them that the so-called durable satisfactions of life — those things which make men glad they are alive and which spur them on continuously to greater efforts during the period of their active careers — that these are practically within the reach of every earnest, honest young endeavorer. And then we must strive as we would in the service of any high religious cause to do our part in bringing the boy under our charge successfully on to the acquisition of this rich possession.

Having now pointed out some of the ideals of effort, and having laid something of a foundation for directing the boy toward a successful vocation, let us get down to concrete things and consider every possible device for helping the young life on in the direction named.

LITERATURE ON THE NEW VOCATIONAL IDEAL

- Correspondence Courses in Business. Bulletin No. 266. University of Wisconsin, Madison.
- Education and Industrial Evolution. Frank T. Carlton. 350 pp. The Macmillan Co., N.Y.

- The Wage-earning Boy.** Clarence C. Robinson. 118 pp. The Association Press, N.Y.
- Industrial Education.** Bulletin No. 3. Wisconsin State Board of Industrial Education, N. E. Miles, Pres., Madison.
- The Apprenticeship System.** Carrol D. Wright. Government Printing Office, Washington, D.C.
- The Making of a Merchant.** Harlow N. Higginbotham. 210 pp. Chapter I, "Laying the Foundation." Forbes & Co., Chicago.
- The Social Phases of Education.** S. P. Dutton. Chapter on "Relation of Education to Vocations." The Macmillan Co., N.Y.
- Moral Education.** E. H. Griggs. 320 pp. Chapter X, "Moral Education through Work." B. W. Heubsch, N.Y.
- Mind and Work.** L. H. Gulick. Chapter XIII, "The Need of Adequate Work." Doubleday, Page & Co., Garden City, N.Y.
- Education for Efficiency.** E. Davenport. Chapter V, "The Culture Aim in Education." D. C. Heath & Co., Boston.
- Your Boy, His Nature and Nurture.** Dickinson. George H. Doran Co., N.Y.
- Standards of Education as Related to Industrial Training.** Chamberlain. Chapter III, "Industrial Training." American Book Co., Chicago.

CHAPTER XVII

METHODS OF VOCATIONAL GUIDANCE

ALL substantial character development is based partly on the common-sense practices of thrift and economy. A man may be poor and honest at the same time, but it is easier by far to be honest when one is thrifty. So, too, with practical religion. It is a most serious difficulty to live a decent religious life and at the same time be improvident as to the plain necessities of existence. While there is no disgrace whatever in being poor, it is very inconvenient. Poverty subjects one to temptations that do not come to those who are able to earn a comfortable living. So in our efforts to guide boys safely on to success in business we will not forget to require in the beginning the practice of the minor virtues of earning, saving, and investing the small amounts that may come into their hands.

HONEST SERVICE FROM THE FIRST

Honest service in the small home duties is one of the first steps toward a sound career. There is no necessity to pay for every little task performed, and yet there may be a pay schedule to apply at once in certain classes of work. For example, the boy may be required to do many little things without thought of money reward, while he is receiving a stated sum for an appointed daily errand, say, delivering milk at a neighbor's door. Make such as this a strict business deal. Even if the allowance fixed be so small as ten cents per week, it must be paid regularly and promptly and a like service be required of the young milk dealer.

Your daily attention to the details of the service will

count for much. See that the boy is careful to keep the milk free from dirt and exposure, that he delivers it in the place and manner required, that he is courteous and otherwise disposed to please his customers. Bring home to him any helpful opinion of his services that the neighbor may offer. It is easy to report to him that "Mrs. A says you are a manly boy and that you are pleasing her very much." Such encouragement will make praiseworthy effort easier for him in the future. On the other hand it may be your duty to report that "Mrs. B says you are careless in handling the milk at her door," and follow the young learner through the improved form of practice till he acquires it as a habit.

KEEP THE IDEAL IN MIND

It is not only unreasonable, but impossible, to foretell as to the calling best suited for the half-grown son. Some of the most successful business men do not settle upon a fixed life purpose until they have gone far beyond the legal age of twenty-one years. The adviser may nevertheless keep insisting that the training be undertaken for a purpose, that of making a splendid success out of the young life. Again and again the youth will say impatiently, "I want to be a great man of some kind." This expression of sentiment is a certain indication that he is in the right attitude to be taught. His adviser and wise counselor will lose no time in making it clear to him that there is only one royal highway to an honorable career, the one that leads through faithfulness in the performance of every little duty and through the practice of saving a part of one's earnings, no matter how small.

But here we come to a possible parting of the ways so far as advice is concerned. It is disheartening to note the response given or implied by some misguided parents

whose son has expressed a desire to "become a great man." In substance it is this: "Yes, my boy. I am going to make it easier for you to get through life than it was for me. I had to work hard during my early years; but I am going to give you a good education so that you will find a way to get on without drudgery." In conformity with this pronouncement there is often the practice of keeping the boy overdressed and in idleness during vacation time. There is also often the worse fault of making him believe that education is a thing meant to serve the fortunate few who in time will thereby become enabled to pounce upon the common crowd at some weak unprotected spot and wrest a good income away from them. This old theory of schooling the boy for a domineering vocation is slowly dying out, but it dies hard, false and vicious though it may be.

Wherefore, it is not a difficult matter to meet the youth who wants to be "a great man some day" with the sentiment that he is going to work hard, study hard, play fair, and help earn his way to greatness and success. How many well-born boys are to-day receiving the helpful benefits of such a practice of ideals. How many are known to have failed after having been thoroughly taught to make such sentiment their constant watchword?

A TEMPORARY CHOICE

Ask almost any young eight-year-old American what he is going to be when he grows up and the answer will be readily forthcoming. The author put this question to a number of such boys, one at a time and without acquainting any one of them with the choice of another. Here are the first six answers: engineer, showman, policeman, run a candy store, a college professor, a street car conductor. Let the young son have the pleasure of his child-



FIG. 27. — Boy gardeners with their displays. There is nothing finer than this as a stepping-stone to industry that is cultural.



ish choice, but at the same time make him believe that honest industry, thrift, and moral worth are the only certain stepping-stones to the cherished occupation. He is likely to make a frequent change of choice, but the rule of development need not vary.

At about fourteen or fifteen, when the boy begins to be a youth, the world of childhood dreams suddenly becomes one of serious flesh-and-blood situations. For the first time in his life he anxiously desires to become somebody worth while. But owing to lack of practical experience he is much confused as to what to decide upon for a vocation. Now, if ever, the youthful doubter needs the advice of a wise and sympathetic friend. Not a few parents commit the grave fault of urging their tall fifteen year-olds to make a final choice of a life work and stick to that choice, even chiding and otherwise abusing them for their indecision. But those who understand the natural course of human development will exercise much patience and fond forbearance in dealing with the rapid-growing youth!

"Never mind, my boy, you do not need to be certain as yet what you are going to take up for a calling. Simply work on faithfully and honestly, keep up with your studies, live up to your highest in moral practices, and I will be responsible later on for your wise choice of a work. Only be assured of this: when the time comes for you to choose, you will feel certain of your choice and will go on, happy and enthusiastic in the exercise thereof." Thus we paraphrase the cordial sentiment expressed to the adolescent boy by one who would be of the greatest service in helping him on toward success as a man.

THE INDIFFERENT AGE

At the age of about sixteen or seventeen the ordinary youth is likely to pass through a period of extreme in-

difference as to the choice of a permanent occupation. He is neither a boy nor a man, and is so preoccupied with the joys of merely being alive that nothing seems lacking in the life that he already has. He is "crazy to go with the girls," as his impatient father is wont to state his case, and "does not care a rap about any serious business matter."

Many a good and promising youth is driven away from home at this age of indifference or is forced to take up some kind of work which does not, and never will, appeal to him. Disappointment and failure for all concerned are thus deliberately prepared for by the ill-advised parent, all to be "followed by a harvest of deep regrets," as some writer expresses it.

But there is really no necessary deep concern about the sixteen-year-old simply because he temporarily shows no interest in anything serious. The author would be inclined to laugh at any one's overseriousness about such a youth, but would point to the real issues in the case, asking: "Have you been teaching this boy habits of industry, frugality, faithfulness in his lesson preparations, fidelity to every reasonable trust imposed in him? If so, then rest easy." Let the youth grow apace. Give his inner nervous system time to make the necessary adjustments. Allow him to continue to have a "soft and foolish heart about the sex," for the time being, and laugh with him about it all. And then, behold a near miracle! Almost with the suddenness of the change in the tide this youth will reverse this manner of frivolousness and come voluntarily to you for a private conference about his future life-work, and that with every true feeling of deep concern. At this time he will be wont to say: "I simply *must* get to doing something. Here I am eighteen years old and have not decided upon my life work. What do you advise me to do?"

Thus the great perplexity in the mind of the boy's adviser solves itself through the reliable processes of the inner nature of the boy himself, who is for the first time ready and even eager for every form of assistance. And now what a beautiful, inspiring situation it is for the two — father and son, or mature friend and earnest youth — to come together in an effort to solve this great problem of the choice of a vocation !

GO TO THE LIVING FOUNTAIN

At this time of eager, earnest desire to find a successful occupation for life, the wise counsellor leads the young questioner to the only sure source of an unfailing answer ; namely, to the fountain of inspiration that naturally wells up from the heart of every healthy youth of the age here considered. So the well-informed adviser begins the quest for the right life work not with an earnest admonition to be this or to undertake that particular thing, but rather with the question, "What do you most of all long to do ? Lay aside all thought of difference in salary and in other material advantages, and answer. What does your inner nature most of all hunger after as an occupation ? And what is your second choice ?"

Thus the questioner and the questioned enter together into one of the secret places of the Most High and very probably find a new gleam of light for the guidance of both. The next task is to take the youth through a serious and critical examination for his preparedness to enter upon his divinely chosen calling. Has he been reasonably well seasoned for it through physical training, through intellectual advancement, through contact with people ? Are there any serious hindrances in the way ? And can these be overcome ? Suppose, for example, that the eighteen-year-old desires above all things else to become

an office man and expert accountant, and yet is very poorly trained in the necessary mechanics of such a calling — spelling, English, and mathematics. Now, there may be extreme doubt as to his ability to bring up these matters of training that have been six to ten years overdue, and hence only failure and disappointment may reward his efforts.

So the expert vocational adviser goes into the detailed biographical account of the youth who comes to him for help in deciding upon a life work. For such substantial reasons as those given above, it may seem advisable to urge that the first choice be abandoned and the second choice be undertaken because of better fundamental preparation. If it is found necessary to drop to a third or lower choice for similar reasons, then only a mediocre success in life may be expected, with any assurance, because of the fact that the subject is being led too far away from "that inner desire which drives one on with a passion to do his best."

SOME WILL CHOOSE LATE

Notwithstanding the advantage of every ordinary opportunity of training and schooling, some young men are very late in choosing a permanent calling. The author has observed this situation with much interest for more than a dozen years past. As a result, he is ready to say with emphasis that the many instances of young men deciding comparatively late upon their life work — say twenty-five to thirty — have been nearly all successful. The late choice, in case of a worthy young man, means usually a versatile character. Such a young man nearly always meets with fair success in whatever he takes up and yet does not feel drawn exclusively in the direction of one line of effort. His chief annoyance comes from de-

spondency. He sees others of his age and younger settled upon a calling and hates himself secretly for not being able to choose.

But if there be a reasonably good foundation by way of training in work and school and in social experience — together with honesty of purpose — there need be no serious concern about the late chooser of a vocation. He must simply be faithful to the light of the present and to the best inner prompting that comes to him. He may halt between two decisions leading to radically different types of work, such as farming and civil engineering — an actual case that came to the author's observation. Now, in an instance of this kind there is only one safe course; namely, to consider both choices as carefully as possible, seeking the advice of those who know them both intimately from experience, and then to decide emphatically and finally, following up the decision with enthusiasm. The abandoned choice must now be forgotten as quickly as possible. The remainder will be easy and the chosen life work will soon begin to make a strong appeal for all the thought and energy the young chooser can spare.

One thing contended for here with much emphasis is that the parent or adviser should exercise more patience and forbearance than is customary while the ordinary promising youth flounders around in the act of settling upon a fixed vocation. Let those who are impatient obtain the actual records of a dozen highly successful men and note how varied and uncertain their early courses were. Here, for example, are the lines of effort followed by six such men. Hundreds of other cases like them could be brought to light.

1. Dry goods clerk, farmer, school-teacher, superintendent of schools, banker.

2. Grocer, carpenter, nursery agent, farmer.

3. Farmer, school-teacher, traveling salesman, hardware clerk, farmer and stock raiser.

4. Farmer, traveling collector, bank cashier, lumber dealer, farmer.

5. Stenographer, real estate dealer, bookkeeper, clothing merchant.

6. College instructor, federal inspector, newspaper business, member of Congress.

This wandering method of getting a final hold on a life-work is of course not ideal. It merely suggests the dark appearance of the way ahead as it looks to many most promising young men, and it is by no means a thing to give one deep concern.

EARNING AND SAVING

The majority of youths find it easier to earn money than they do to save it. It is first of all a fine achievement for a boy to be willing to earn his income by honest effort. After hearing extravagant reports of how others obtain large incomes by easy and short-cut methods, he naturally looks for a "snap" for himself. But it may be stated with assurance that the great masses of men find it necessary to earn every dollar they receive. Hence the advisability of preparing the boy to meet this situation manfully and well. If the chosen work be fairly congenial and apparently in line with the coming vocation, there is every good reason for the youth to be satisfied with low wages at first. For example, there is the actual case of a sixteen-year-old who receives only \$10 per month for his services as errand boy and inside helper in a bank. Now, this is a splendid beginning and ample wages if the young man is looking toward the bank business as a vocation. And it is very good merely from the standpoint of experience and discipline.

Another actual case is that of a man who worked the first six months in a large banking house without a cent of salary, and was then slowly promoted to the position of first assistant cashier with a salary of \$2400 per year. It took ten years to make the climb, but the promise of permanent reward seemed worth the effort. Other young men just as desirous of becoming bankers lack the far-sightedness to accept such a place, being blinded with the thought of receiving a large salary at once. Time will prove their folly and often leave them far in the rear of their more patient contemporaries.

The second great achievement of the young climber toward an honorable career is that of saving a part of the income. The author spent an entire day visiting the managers of large business establishments wherein many clerks are employed. One question was put to all: "How many of your young men employees are saving a part of their salaries?" The typical answer varied in form but there was little difference in the meaning. "Very few," "A very small per cent," "Practically none," "They nearly all spend as they go," "Many of them owe more than the amount of their weekly pay check when it is received" — so the reports continued. Inquiry among the clerks themselves revealed a sort of mild but resigned despair over the matter of getting anything ahead. "A young man simply can't save anything and keep up with the times. There are so many places to go to and so many occasions to spend that one easily gets into the habit of living from hand to mouth," was the statement several times repeated in substance. One well-appearing young man twenty-six years old and single was receiving a salary of \$20 per week, but he often borrowed \$5 or \$10 with which to finish up his dissipation and get home on late Sunday night.

So it may be considered more or less useless to prepare a boy to take up a permanent vocation without first having taught him to save as well as to earn. In order to give the reader every possible suggestion for imparting this valuable lesson on saving, there will now be given a list of the methods put into use by others.

TEACHING THE BOY TO SAVE

1. The boy has not really learned to save if you take a part of his money from him once per month practically by force and put it away where he cannot get at it. However, such a practice may prove to be better than no effort in this direction, and in the end the youthful spender may by some device be made to appreciate the advantage of having some cash on hand.

2. Have the boy save for a purpose — to buy a plaything, a bicycle, a pony, a small library, a ticket for an extended outing, and the like. Talk about his savings account frequently and lead him into the practice of building it up consciously. He will soon learn to enjoy watching it grow. A few cents per week is enough to arouse the interest of the very youthful beginner. Perhaps he is earning only twenty-five cents per week. Then, carefully show him how to save ten cents out of the amount.

3. From want of the right sort of practice, few boys are able to carry loose change in their pockets. And yet this is a prime virtue of youth. The ability to come home Saturday night with cash in the pocket or the lack of this ability, suggests the nature of the great gulf which separates the efficient prosperous citizen from the vagabond. Not all real vagabonds beg for their bread at the doors of the provident. There are many mental "hobos" who are pushed along the pathway of life by forces which they have little power to control — who may receive a weekly wage

for their labors but only to have that immediately taken out of their loose fingers by the powers organized to pray upon the weak-willed and the improvident. Such men, though bearing the outward appearance of respectability, slowly go down to a resigned defeat of all of life's best purposes *simply and wholly because they never learned the art of saving.*

4. In order to strengthen the boy's powers to resist the temptation to spend every cent he can get, a definite course of training should be determined upon. For example, hand him frequently a certain sum of money, with instructions to go to shops and purchase a few small articles. Say that five cents of the amount is his to use as he pleases. Of course he will spend that at once and will also feel your own loose change burning in his little pocket. But admonitions must be strict that he come back with every cent properly accounted for. After considerable discipline of this sort, the next step will be that of bringing him back with some of his own small amount yet unspent. Try this out carefully, talking the matter over with the youthful son before he starts away and leading him to state definitely — and let us hope voluntarily — just how much he is going to bring back.

By the time he is nine or ten years of age the boy should have acquired the habit of carrying a small amount of money in his pocket and of thinking soberly before letting any of it go for desired objects. With this accomplishment the young financier has a splendid start on the way to business success, and is really making progress toward a happy life calling.

HOW A FATHER TAUGHT THRIFT

It is now a fairly well-recognized maxim that "almost any fool can make money, but only a wise man can save a

part of his income." It is also generally admitted by thoughtful parents that thrift and frugality must be taught to the young. But how? Perhaps the methods actually in practice in a well-regulated family of four children will serve as a model plan. The children are: a girl fifteen, a girl eleven, a boy eight, and a boy six. The father is the general manager of the "thrift department" of the household.

In this case it is the father's idea that one of the first important lessons in teaching the child to save is to train the latter to keep a small amount constantly in his possession. "The boy who can go through a store full of attractive things, spend a small amount of money somewhat thoughtfully, and *come back with some loose change in his pocket* is on the road to thrift," says this careful parent. But how does he achieve this first important step? you ask. Summarizing his method briefly, it is this:—

Each child is given so much per week in cash in exchange for the light tasks performed about the house. For example, the eight-year-old boy is allowed twenty-five cents. Fifteen cents of this he may spend during the week as he pleases, but in case of a doubtful bargain, he is trained to come to the parents beforehand for advice. The boy is expected to return Saturday evening with at least ten cents of the amount and deposit it in his toy bank. For every cent above fifteen spent out of his pocket during any week, the same amount is deducted from his spending allowance the following week. Suppose that in a moment of temptation the lad expends an extra nickel before the end of the week. Then the following week he is handed ten cents only, and fifteen cents is deposited in his bank in advance. After the week of penalty, he is started out again with another shining quarter in his pocket.

This father is enthusiastic about this plan of teaching the

children to save, and the mother willingly coöperates. As a result of this method, the older girl has nearly a hundred dollars in the bank and is thoroughly accustomed to carrying a small amount of her own money with her to the shop or store, and she has learned much about purchasing necessary personal articles with judicious care. The second girl is pursuing a similar course and has more than forty dollars in a savings' bank. The older boy has come home "broke" several times, but he is slowly learning the lesson. Every time one dollar accumulates in the toy bank, it is placed to his credit in the savings' bank. The six-year-old boy is making a brave start with fifteen cents per week, as yet more interested in filling his dime bank than in spending. But he too will soon want to spend more than he saves.

TEACH THE BOY BANKING

1. Usually the growing boy knows absolutely nothing about banks or their methods of doing business. He simply understands that a bank is a place where they keep your money for you and give it up when you ask for it. But it is a simple matter and most helpful to the boy to teach him how ordinary banking business is done. Show him the checks, deposit slips, and other forms of bank paper, and explain and illustrate their use. Send him occasionally with a small check and have him carry back the cash therefor. Show him how to indorse a check or draft, explaining the responsibility therein involved. Also make him acquainted with the seriousness of attempting to defraud through forging or the use of bogus paper.

2. Now, it will be fortunate for him if the son has a small bank account of his own. Many banks make a specialty of attending children's accounts and pay a small interest thereon. Have your own son get into touch with

the very important juvenile business. Let him take his own small amounts to the deposit window after filling out the slip carefully, you merely standing aside to see that he gets through with the effort properly. In the usual case he may expect extreme courtesy and consideration on the part of the bank employees, and he can be sent to them for reliable advice. This small business experience begun early grows soon to be a fixed habit. The boy takes to it much more readily at ten than he will at twenty-one.

3. The postal-savings departments of thousands of local post offices are now accessible to a great army of children ten years of age or over. It will often be found advisable to have the boy place his earnings in this institution. It has the virtue of being absolutely safe and is authorized to pay a small rate of interest. The official at the post-office window will look after all details carefully and thus render the boy's part of the transaction easy and simple.

4. The school-savings plan is nearly always a successful method of encouraging thrift in children. Testimonies in favor of this form of school training are to be had from many sources. The pupils often have many thousands of dollars on deposit during the school year. In fact, the chief objection to the school-savings plan is that the children are somewhat likely to become too much excited about the affair and overdo their efforts to run up the credit. One eight-year-old, determined not to be outdone, was caught stealing money from his parents as a means of increasing his deposits. Another was saving for the same purpose five of the ten cents allowed him for his daily lunch.

In many instances school children have been known to engage in much quarreling and other ill speech on account of rivalry in the banking department of the school. It is



FIG. 28. — Charles A. Love, of Illinois, is inspiring young boys to learn such commendable work as this.



advisable, therefore, that boys who patronize the school bank be taught discretion from the beginning. Grown men do not make a practice of announcing the exact amount they have on deposit or how the money so used is earned. Neither should children be permitted to do these things.

5. One father reports the following rather unique method of teaching business to his twelve-year-old son:— The boy is allowed \$1 per week during the school term and \$2 per week for the vacation period for doing certain regular home work. He has been taught the nature of banking and keeps his income with the father's account. He writes the check in the usual way when drawing out money, but signs his father's name above his own. The boy keeps a simple book record of his expenditures and balances this against his income at the first of each month. Once or more per year the accumulated savings are checked out and placed on interest in the regular way. The father reports on the plan as follows:—

"I find this method of teaching my boy business a very satisfactory one. He pays for all his clothing and his incidentals of a small character. I board him and bear all the cost of his schooling and the larger irregular items. Of course we talk every transaction of any size over with him before he enters into it. He is learning to spend thoughtfully and is never without some loose change in his pocket."

BORROWING THE BOY'S MONEY

Many family troubles and separations have grown out of the fact that the home accounts were not properly kept. The son saves up one hundred dollars or so, and the father, being in debt, borrows these savings, without definite promise as to when he will return the amount. Or, conversely, the son runs in debt to his father in the same careless manner, and without a definite accounting. Much

serious experience of this nature has taught us that there is only one safe and sane business method to recommend in the case of family transactions; namely, the same that is in use among non-relatives and strangers. Strict business methods of accounting and settling transactions will prevent many a lifelong family parting or coldness. Strange to say, the spendthrift son who is constantly able to borrow money from his father without rendering a strict account — this same profligate son will soon learn to think of his loose method of doing business as the right one and will seem deeply surprised and offended if he is asked to repay the debt. Likewise, at times a father is made weak and dependent by the careless indulgence of his more thrifty son.

IS THE BOY'S BUSINESS FICTITIOUS?

Some critics of these plans for training boys in business and thus preparing them for the vocational life have urged that we are playing a false and fictitious policy simply because no growing boy who is reasonably well cared for and kept in school is at all able to earn the expense necessary for keeping him. Therefore, the money allowed him for his work is simply a donation which spoils him and trains him to expect to get out of life more than he puts into it. But the position of the objector is false and untenable in the light of child psychology. The boy who is paid for doing honestly certain specific tasks is in the same relation to his work and the earnings therefrom as is the adult. He never needs to be reminded at first that it costs so much to feed, clothe, and house him. These basic matters of cost of living will appeal to him definitely in due time if he be rightly directed in his juvenile business practices.

On the contrary, there is here offered a fine opportunity to teach the boy some of the higher ideals of business ethics;

namely, that every efficient citizen is constantly contributing indirectly toward the unearned advantages of the weak and dependent around him ; that every good and righteous man regards it as a part of his duty to provide for his dependent children — and often certain others, such as his aged parents — whether they ever repay one cent of the outlay or not. The boy will often make the discovery himself, for example, that his father is allowing him small wages for certain work and at the same time paying out many times more on his care and keeping. “Yes, my boy, I am,” replies the wise parent. “But it all belongs to a scale of exact justice. My father owed me this same service and you in time, I hope, will feel the same obligation in relation to children of your own. There may come a time, my boy, when I am feeble and dependent, and then you can more than pay this debt back to me. It is my serious purpose now to give you all reasonable practice in earning and saving money, and in expending it wisely, and all this to the end that you may in the future become successful in conducting your own business.”

BOYS MAY PAY FOR THEIR SCHOOLING

It is a common report in the grades of the town and city schools that boys regard the textbook work as a burden forced upon them by parents and teachers. This complaint is not so common among girls of the same rank from the simple fact that they have to work in the house more while not attending school. Boys who run idle during vacation are especially inclined to regard the school work as drudgery. Well-supervised work while the youth is out of school is a “sure cure” for this juvenile evil. But a still better one, as some report, is to provide that the boy’s vacation industry bring him in money to meet the expense of his schooling. At least one mother has

tried that plan with success. She has taught her boy — now fourteen and doing well in his studies — to regard his schooling as the great and necessary means whereby he is to make a man of himself, and has required him to pay for all his books and other schoolroom equipment with his own money earned by doing honest work.

Now the best feature of this method is that the youth has learned from its practice to feel that his destiny is placed in his own hands, and that he must therefore make his schooling count for as much as possible. Already he is dreaming of plans for preparing himself through higher education for some useful vocation. A further happy feature of this effort at self-support and self-direction is that it very noticeably detracts from the enticement of evil. The youth who knows the value of a dollar from having earned it by his worthy industrial efforts is slow to throw his loose change away on vitiating indulgences and mere frivolities. Moreover, it may be stated with practical certainty that the boy who is taught early to work and save and to bear the incidental expense of all his schooling — that such a boy will gradually find his way to an honorable life work and succeed in it.

As an excellent illustration of the right method of teaching thrift and responsibility, the following statement from a father in Salt Lake City is given : —

“We have been training our lad to care for a flock of chickens. He has the full responsibility, and all he can make goes to him. Last year he earned his pocket money and about \$8 from eight hens. This year he has increased his flock, and the prospects are that he will net about \$30.

“The money side, we feel, is least valuable. He is developing an interest in producing something worth while. Of course, we have had to stay with him and encourage his

efforts and insist at times upon his staying with his work regularly, but it has paid us and him. We thoroughly believe in boys' work."

WORKING ONE'S WAY THROUGH COLLEGE

The records of students in the modern colleges show that from 10 to 50 per cent of the young men are working their way wholly or in part! In an excellent and helpful volume entitled "*Working One's Way through College*," Calvin Dill Wilson has considered this interesting subject in all its phases. On page 15 he says:—

"It is encouraging to consider the hosts of young people now in colleges, academic and professional, and to remember that a large percentage of both men and women among these students are winning their own way. There are more than one hundred and fifty thousand of these students. This does not include those in the lesser schools above the public high schools, though all these may be kept in mind as possibilities on the upward path of education! Of the students, more than one hundred and six thousand are men."

In the case of an earnest, right minded young man, this undertaking of earning his way through a college course is certainly a most commendable and promising one. It may delay him a year or more in graduation, but the time lost is usually more than paid for by the valuable experiences obtained, for the one who has achieved this commendable thing is already in possession of a large fund of helpful information on the subject of succeeding in the chosen vocation. The self-supporting student has another very marked advantage over the one who is merely sent to college because his parents want him to go. The former is almost certain to have an ideal vocation in mind from the beginning and to bend every effort to—

ward the realization of his ambition. Naturally, too, he is constantly on the lookout for ideas and practices that will fit more definitely for his future occupation.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION WILL HELP

The kinds of work available for self-supporting students are many and varied, so that almost any determined young man can find something congenial to do. Fortunately, the larger colleges now nearly all foster some sort of vocation bureau, or at least an employment agency in the interest of such students. The Young Men's Christian Association is especially to be commended for this line of effort. Parents not familiar with modern college ways will be both surprised and pleased to find how helpful and trustworthy this Association is in dealing with the new students. The boy may be sent directly to the Association headquarters as soon as he reaches the college town. There he will find committees of young men especially appointed to look after his immediate interests, to assist him in finding congenial quarters, to direct him about his assignments, and to aid him in seeking employment. In cases where the Association Employment Bureau is rightly looked after, it has a reputation for its service to both employer and employed. Residents of the town send in calls for help, and the bureau undertakes to answer the call with a suitable helper.

The most common types of employment for self-supporting college students, as shown by the records of the institutions themselves, are positions as janitors, table waiters, kitchen helpers, laundry agents, book store clerks, office assistants, guides, messengers, type setters, theater ushers, hotel helpers, boarding club stewards, stenographers, collectors, bill posters, tutors, and so on. In fact, there is no end to the list of occupations open to

energetic college men. It is not usually a question of something to do, but a question of preparedness to do something worth while and willingness to undertake any kind of work in sight and do it faithfully while more desirable employment is being found. The youth who goes to college equipped with good health, a determination to earn his way through, and a willingness and preparedness for the work just mentioned, has a splendid stock of capital. The world will know more about him as time moves on.

So the parent who thinks he sees a vision along the college route for his son, must first question the latter and learn of his young heart's desires, and then send over the country for the catalogues of the various institutions that may prove available. After that, the way out will slowly clear up and a great new light will most probably dawn in the life of both the parent and the son.

LITERATURE ON METHODS OF VOCATIONAL GUIDANCE

- Correspondence Courses in Mathematics. Bulletin No. 265. Extension Division, University of Wisconsin, Madison.
- Industrial and Continuation Schools. Bulletin No. 5. Wisconsin State Board of Industrial Education, Madison.
- How I Taught my Children about Money. C. Van Pelt. *Ladies' Home Journal*, Vol. 29, No. 34.
- The Coming Generation. William Byron Forbush. Chapter XIII, "The New Education." 402 pp. D. Appleton & Co., N.Y.
- All the Children of All the People. William Hawley Smith. Chapter XX, "Who is the Educated Man?" 350 pp. The Macmillan Co., N.Y.
- Relations of Education to Citizenship. S. E. Baldwin. 173 pp. Yale University Press, New Haven.
- Education for Citizenship. George Kerschensteiner. 133 pp. Rand, McNally & Co., N.Y.
- Wage-earning Occupations for Boys and Girls. Pamphlets. Students' Aid Committee. New York City Schools.
- Choosing a Vocation. Frank Parsons. 275 pp. Houghton Mifflin Co., Boston.

Assisting the Boy in the Choice of a Vocation. 16 pp. William A. McKeever, Manhattan, Kan.

Vocational Education. John M. Gillette. 300 pp. American Book Co., Chicago.

Vocational Guidance of Youth. Meyer Bloomfield. 325 pp. Houghton Mifflin Co., Boston.

CHAPTER XVIII

VOCATIONAL TRAINING SCHOOLS FOR BOYS

THERE is a great awakening throughout the country in respect to the most important problem of training the young more directly for vocational life. At the forty-ninth annual meeting of the National Education Association, the Committee on Resolutions offered among other things the following : —

“The increasing complexity of our social and economic conditions makes it constantly more difficult for young people to decide upon the vocations which are best for them to follow, and to search out the opportunities to prepare themselves for and to enter upon such vocations. Our public school system should therefore make provision for instructing youth concerning the various occupations, and the advantages which the several employments offer ; and, in addition, boys and girls and their parents should, when they desire it, be able to receive such intelligent counsel as will enable the young people entering upon life’s work to judge for what vocations the abilities and tastes of each best fit him, as well as to find the place and the opportunity to begin the work thus chosen.”

A VOLUNTARY WORK FOR PARENTS

Many cities and towns are hard at work on plans for directing this vocational movement locally and through the agency of a municipal bureau or committee. But as yet only a comparatively small number of the millions of growing boys of the country are within reach of the bene-

fits of municipal help in finding a life work. So while we are waiting for better things, parents and other voluntary boy trainers, such as the Young Men's Christian Association and the social settlements, must come actively into this service and meet the obligation as best they can.

Parents, as a rule, are not well suited to give their boys vocational guidance and instruction. This responsibility does not rightfully belong to them, but rather to the highly-trained expert. The busy father or mother has no opportunity for knowing either the whole nature of the boy or the entire scope of the field of his possible activities in approaching his vocation. There are as many good reasons for giving this highly specialized work over into the hands of skilled directors as there are for so doing with the course in medicine. But as stated above, the obligation is upon us, and we must meet it as best we can. At the expense of much time and labor and worry we can provide much assistance by way of directing our boys into successful occupations.

The first warning to be sounded in the ears of parents and other non-official boy trainers is that relative to the common error of believing that a boy who is earning wages is necessarily receiving wholesome vocational training. Mills, factories, and sweat shops have been calling loud and long for industrial workers, but their interest — with the exception of a few cases to be noted later — has been purely one of the profits to the business and not one of human development. Parents have responded to this urgent call for help, and very often in so doing have ignorantly sacrificed forever the best interests of their children. Professor Sadler, in reporting for the commission appointed by the British Parliament to inquire into the causes of unemployment, states this situation most ably, as follows: —

“It has never been so easy for a boy of thirteen or four-



FIG. 29. — Building a bank. An illustration of the practical work included in the common school course of Gary, Indiana.

te
le
fo
v
C
a
t
t

teen to find some kind of virtually unskilled labor involving long hours of deteriorating routine. The work lasts for a few years and leaves the lad, at a time when he begins to want a man's subsistence, out of line for a man's work. Certain forms of industry which make use of boys and girls are parasitic in character, and get more than they ought to get of the physical and moral capital of the rising generation.

"The work of a telegraph boy or messenger is bad for the boy, so is the work of a boy or a girl in a warehouse or a factory, who is employed to fasten labels to bottles, fill packets of tea, or the like. It is not so much a question of the skilled trades not being taught, as of work which is deteriorating, absorbing the years of a child's life when it needs educational expansion in the widest sense."

CHOOSING A SCHOOL FOR THE BOY

Many parents and boy workers in every part of the country are feeling the pressure of the vocational call and searching for a wise decision as to how to answer it. Some kind of vocational schooling, either at home or in an institution, is imperative. We have already considered many of the tried methods of home training and must now look to the institution for further assistance. But before doing so, let us go back for a brief reconsideration of some peculiarities of human nature.

In the first place, it is hazardous for one to assume that he can arbitrarily train the boy for any calling that may be selected. The latter's peculiar temperament calls for the strictest consideration, so that the work may be suited to the boy and not the boy to the work. His instinctive disposition and native ability need always to be consulted and their promptings specifically heeded. Every boy is a natural-born something or other worth while. To dis-

cover this predominant trait, to foster and indulge it throughout the training course, and finally to start the young man upon the life work for which this instinctive desire so urgently calls — this is a condensed statement of the entire problem of the vocational guidance of youth.

Second, in choosing a school or other institution for training the boy vocationally, there is again a call for particular fitness. For him to undertake to master the course offered by a school that does not answer to his peculiar needs means that he will do his work mechanically at best, and that he will probably quit the institution before completing the course of study. The schools and colleges are full of misfits — students who have been sent thoughtlessly by parents or are in attendance simply as the result of a traditional belief that they must go to college. Hundreds of such students need to be taken in charge of expert advisers and either sent back home to make a new and wiser start, or sent directly to the institution in which they belong.

We shall now consider briefly the various types of institutions that purport to prepare boys for success in life, and thus give the reader the widest possible range of vision in directing vocationally any youth who may be a charge upon him. Whatever the rank or position in life, it may be stated confidently that great profit is likely to follow any earnest attempt to help the youth on toward an honorable calling.

WHAT OF THE PUBLIC SCHOOLS

It would be a serious mistake to reject hastily the common school course as one not preparing the boy for a successful vocation, although its traditional aim has been one of broad, general culture rather than one of vocational direction. If supplemented by discipline in play

and varied industry and by vocational training and guidance, the public school becomes almost an ideal institution. Nothing can approach it as an agency for bringing the youth into helpful relations to society and for acquainting the young learner with an outline of the story of human progress.

So let the boy continue in the public school, at least till he has finished the first eight grades, unless extreme economic pressure necessitates taking him out. His opportunities for a higher and wiser choice of a life work will be thereby greatly improved. But the schools are not prepared to round out his entire nature. The vacation period is especially a time for the running to waste of good youthful material. During this time seek most earnestly to keep the boy actively employed in some form of industry. Under the title of Industrial Training we have already given a long list of vacation occupations and have otherwise done our utmost to make some way seem open to all who may be interested in coöperating with the public schools.

PREPARE THE WAY FOR PROGRESS

It is a matter of prime importance to the adviser so to arrange the training course that the youth shall finally reach the highest attainable degree of contentment and self-dependence. So, in selecting an institution wherein a training course may be obtained, it is well to look forward as far as possible. Is there room for growth in the chosen line of work? Does it allow for a sufficient income to the full master workman thereby to enable him to support a home? Does it permit of any free time after working hours for self-improvement and independent action? What is the status of the average man to-day who follows this calling?

As a rule the endowed and publicly-supported institutions are more to be relied upon for training boys helpfully than are the economic establishments which support an apprenticeship or training course within their organization. The former's aim is exclusively that of improving the conditions of youth, the latter is engaged first of all in making a big business establishment profitable. The former is usually slower in getting the learner into a self-supporting position, but it most probably insures him a higher degree of advancement and a longer term of usefulness. The latter can nearly always make the better showing for quick and certain returns in form of mere wages, but its product is often a workman of one talent. Time and again the invention of a machine has thrown helplessly out of employment a large class of men who were trained to do only one single mechanical piece of work. For example, the linotype threatened to make beggars of a large army of professional typesetters.

WHAT BOSTON IS DOING FOR BOYS

At about the beginning of the present century the late Dr. Frank Parsons — a dreamer and vagarist then so-called — went to Boston and started independently his Vocation Bureau. Few noticed him at first and still fewer regarded his efforts seriously. But now his far-sighted efforts and sacrifices are bearing an abundance of fruit, for, under the supervision of Dr. Meyer Bloomfield, Boston is ministering unto the vocational needs of all classes of children in a manner that sets a pattern for the entire country.

In order that the reader may have the possible benefit of the inspiration and suggestion to be derived from a knowledge of the vocational services of the Boston schools, we shall now consider briefly some of the special provi-

sions of these schools. An ably written article in *Vocational Education*, Volume I, Number 5, by Frank M. Leavitt, gives a full account thereof.

1. Perhaps the most unique and interesting of all the new institutions in Boston is the so-called Pre-vocational School, now operating in at least three of the school centers of the city. This pre-vocational training is available for children twelve to fourteen years of age who, in the opinion of the parents and teachers, will receive greater benefits therefrom than from continuing in the ordinary elementary school. The time spent in the institution ranges from a quarter to a half of the daily school period and the child is put to work at once on some of the elementary mechanic arts. Every article made is useful, and in fact is designed to serve some mechanical purpose in the schools. Woodwork, paper boxes, clay-modeling boards, test-tube racks, drawer pulls, ink fillers, sheet metal ware for cooking rooms, umbrella stands, footstools, printed supplies, blank books, bindings for worn volumes, and a hundred and one other necessary articles are among the finished product of these schools.

Many a parent who is trying to drive his boy through the traditional school but who, as a matter of fact, is driving him into vagrancy, will find an outlet for the son's best native energies in this sort of institution. Every town and city should have such a school.

2. The next epoch-making juvenile institution of Boston is the Mechanic Arts High School for Boys. After three years of inquiry and deliberation, a committee appointed to define the purpose of this institution decided that it should have a distinctive vocational character. The report in part says:—

"The advisory committee agreed that this school should develop in response to a widespread popular demand and

an economic necessity, an industrial school of secondary rank that will supply the industries of the Boston district with young men of such adequate general and specifically industrial intelligence, knowledge, and imagination that the industries themselves may readily train them for efficient service as skilled mechanics, draftsmen and designers, foremen and superintendents, engineers and, in due time, industrial leaders in the many activities of the complex industrial life of to-day."

We find in this Mechanic Arts High School a type of industrial training suited to meet the needs of the great army of boys who refuse to go on with the traditional course after finishing the grades. And whereas, darkness and despair hovered over the imagined pathway of the refractory boy facing the old-time high school course, a beam of light and inspiration reaches out to him from this new type of institution. By means of such a course of training as is here offered, the would-be victims of the criminal and vagrant laws are transformed into useful and self-respecting citizens — and it would cost any city less to support such a school than it does to care for its criminals. Surely no dutiful father will allow his son to drift away into vagrancy or a little mean place of drudgery until he has made every reasonable attempt to give the boy the benefits of such a course of training.

THE COMMERCIAL COURSE

The so-called business college is the oldest and one of the most respectable vocational-training schools in America. For a long time the old classical colleges fought the commercial school vigorously by making light of its brief courses and by seeking to secure legislation intended to place it at a disadvantage. At length, however, the college itself had to yield to the public demands for men

trained in everyday business affairs and was compelled to institute a so-called school of commerce within its own walls.

For a commendable pattern of the secondary commercial institution we are again indebted to Boston. Her High School of Commerce is designed to give boys a thorough and specific course of training for progressive employment in commercial pursuits. The high school subjects are taught only in so far as they prepare directly for some chosen form of business life. In addition, one may study stenography, bookkeeping, accounting, drafting, drawing, commercial designing, auditing. A most valuable feature of the school is its allowance for the student's taking part-time work in coördination with that offered by his employer.

Unquestionably there is a type of young man whom the old standard business college so-called can serve most helpfully. There are many good and sufficient reasons why many young men at the time of their instinctive vocational awakening—at about eighteen to twenty years of age—cannot undertake to master a regular college course. And there are thousands of living instances of these particular youths being picked up by a business college and started out upon a happy and useful career. Competent stenographers, bookkeepers, bank cashiers, and the like, are everywhere able to testify to this fact.

Some have argued against the commercial course of training as being superficial and as preparing young men for only fixed and subordinate pursuits. As to the superficiality of the course, it must be judged only by its results, which speak highly in its favor. As to the second charge, that is true in a large measure. So is it true that the classical four-year college course finally

lands the mass of its men in relatively subordinate places. It is a necessary rule of society, that only the few can be leaders and managers, while the many must take positions under these special classes.

The theory advocated in this book is that there is a happy place in which every ordinary man may live and be useful to society, and that we must in time learn how to find this place for practically all. The commercial college with its short courses serves helpfully a certain type of young men. It is distinctively the duty of the one who pretends to be a youth's adviser to inquire carefully into the nature of the service offered by the business college — to study its methods and its apparent usefulness to those so trained — and then to advise the youth accordingly.

ADVANTAGES OF THE COLLEGE

There is an aspect of the college as a preparation for life that we have overlooked in our previous discussion, and that is the permanent profitableness of the full college course. Unfortunately, while it is true that many thousands of young men are struggling successfully through college on little or no capital, the economic pressure is all the time growing greater in the larger institutions. The rapid rise in the cost of living at large has been outstripped by the rise in the cost of living at college. At every large institution there is now a numerous class of students whose parents have ample means and who are constantly forcing expensive and hurtful social standards upon the masses.

As a consequence of the conditions just mentioned, the college students tend to fall into two classes; namely, the wealthier "social set" and the larger class drawn from the common ranks of society and peculiarly fitted to stay

in college on account of their unusual persistence, far-sightedness, and independence of spirit. Many others come only to stay for a year or a term.

But those who stay through the course, especially the members of the larger, "tough-minded" class, are practically assured places of higher prominence and responsibility in the world and that with an increase in income more than large enough to pay back every dollar lost in wages and every other dollar expended for maintenance during the four years in college. Besides, it prepares the way for a much wider sphere of usefulness in society than does any non-college course of training, Calvin Dill Wilson, in his volume referred to above, gives the following incomes for Yale and Princeton graduates for the first five years after leaving the alma mater:—

The Yale average incomes were \$740.14, \$968.80, \$1286.91, \$1522.98, \$1885.31, as compared with the Princeton averages of \$706.44, \$902.39, \$1198.94, \$1651.15, \$2039.42.

Fathers have a right to look at the college training as a matter of investment. But after having done so carefully, they will often find justification for borrowing money with which to support a worthy son while taking this longer and higher way to a life work. And far above all the profits of a pecuniary sort is the satisfaction to old age, of having a son who stands high in the ranks of efficient citizenship.

STRIVE FOR A FUNDAMENTAL EDUCATION

We have maintained more than once that in most respects there is no high position or low position in the great world of effort except as the person who occupies it is one of large or small personality. Or, to be supreme master in a place of so-called low degree is better than

to hold an appointment high in the scale of popular values and be mean and slavish therein. There is one thing of which the boy trainer may be assured; namely, that it is well nigh impossible to develop a youth into an evenly balanced citizen and yet deny him the benefits of the common school training. To omit this schooling means almost certain narrow-mindedness, prejudice, and class hatred. The common school course democratizes the masses, inculcating a sympathy that does more than anything else to allay sectional animosity and to bring together the various opposing social factions. Even at the expense of seeming loss and great sacrifice, let us keep every boy in the public schools until he has completed the general course. The larger return in future wages will more than repay the outlay necessary for the instruction.

PATRONIZE THE EVENING TRADE SCHOOL

The great cry constantly goes up from the manufacturing centers, "Give us more skilled workmen!" while the free hostleries for unemployed men report that lack of ability to do some particular thing is the characteristic of the majority of their mendicant patrons. "General workman" is becoming more and more a failure as a vocation. So the parent who has misgivings — and rightfully so — about the ability of his common school trained son to take up a profitable occupation is urged to consider the advantages of the evening trade school.

For example, Milwaukee has a School of Trades for boys, which gives instruction for a two-hour period on four evenings per week, during the period from October 1 to April 30. The subjects taught are pattern making, machinists' tool making, plumbing, and gas fitting. A term or two of this sort of work, with the common school training as a foundation, will form the equipment neces-



FIG. 30. — Sign painting. More real cultural work illustrative of the Gary, Indiana, system.

sary for efficient citizenship. The young man who is a master of these two essentials of training — the common school and the skilled trade — and is clean and respectable in his moral and religious life is fitted for a place among the world's genuine nobility.

SOME TRADE SCHOOLS ARE ADMIRABLE

It is a very common thing for the boy of thirteen or fourteen to leave abruptly the public school he is attending and to refuse to proceed further therein. This may be taken as an indication that there is something the matter with the school rather than with the boy. It does not serve the most pronounced call of his inner nature to engage in something that requires more physical exercise and that appears to him to be more productive of material results. For youths of this type, the municipal trade school is unquestionably furnishing a most excellent way out of the difficulty.

The Trade School for Boys at Worcester, Massachusetts, is an admirable example of the institution that combines trade instruction with that in the fundamental school subjects and the outlook to commerce. There are four-year courses in woodwork and shop practice, arranged by years as follows: —

First year — Shop computations, shop formulas, geometry, natural science, English, history of commerce and invention, drawing, and shop instruction.

Second year — Shop computations, geometry, study of triangles, commercial arithmetic, cost accounts, natural science, commercial geography, English, good citizenship, drawing, and shop instruction.

Third year — Cost accounts, natural science, bookkeeping, commercial law, English, good citizenship, drawing, and shop instruction.

Fourth year — Commercial law, English, good citizenship, strength of materials, jig and fixture design, and shop instruction.

Nearly all the large cities of the country are offering the advantages of one or more trade schools of the same general nature as that at Worcester.

APPRENTICESHIP SCHOOLS ARE HELPFUL

The old type of apprenticeship is out of date in this country, but it has many modern transformations, as, for example, those practiced by the great railway systems and many of the large manufacturing corporations. The old apprenticeship system narrowed the youth down too exclusively to one mechanical piece of work. The new system, in the general case, provides that the youth may have a complete course of training in all the phases of the industry in which he is engaged, together with instruction in such subjects as mechanical drawing, elementary mathematics, and physics. There is an advantage in the fact that the learner is usually paid a small wage for his services.

The Santa Fe Railway System conducts more than a score of such schools in different places along its lines and reports an attendance of upwards of five hundred boys. The headquarters are at Topeka, Kansas, where the largest school is conducted and where the schedules for all are made out. The sessions continue throughout the year and offer from two to four hours instruction daily with a minimum requirement of four hours per week on the part of each boy, and with no home work. Mechanical drawing, business letter writing, arithmetic, spelling, elementary mechanics and physics, and an outline of civics are taught incidentally along with the shop practice.

Among the corporation apprenticeship schools, the

Lake Side Press of Chicago is perhaps doing as high a grade of work as any of the others. Here both theoretical and practical courses in the printing trade are offered. The entrance requirements are unusually high, being the completion of a grammar school course, thus giving a marked advantage by way of making good men and citizens as well as skilled workmen out of the boys who attend. Eight to ten hours of schooling per week are offered throughout the year. In addition to the shop practice and training instruction is given in English, mathematics, physiography, elementary mechanics, and electricity. Wages are paid from the beginning and a bonus of \$25 per year extra is given to those who attain a certain high rank of efficiency.

GIVE THE BOY PART TIME IN SCHOOL

Cincinnati is setting the world an example of how the school and industry may unite their efforts in the momentous work of boy training. This city has a complete school system extending from the kindergarten at the bottom to the remarkable and efficient Municipal University under the able presidency of Dr. Charles W. Dabney. There is here an attempt to serve the local interests of all and to help all youth to obtain a better vocational adjustment.

One distinctive and unique feature of the Cincinnati system deserving special mention is the continuation school established in 1909 and at last reports in a flourishing condition. By the provisions thereof, boys sixteen years of age or over who are apprenticed in any of the shops of the city may have four hours in a school established especially for them and receive the regular shop-hour wages during the time. The course is thoroughly practical and includes spelling, reading, composition, elementary mathematics, and elementary science.

In the high school of the same city, industrial division, there is a half-time coöperative scheme for allowing both boys and girls to work their way slowly into a vocation. After two years' attendance the boys are assisted by their teachers in entering the shops as apprentices, after which they take alternate weeks in the shop and the school for the remaining two years. The plan provides for the intelligent selection of a trade and for supplying the cultured and theoretical knowledge most helpful in guiding the young workman on toward mastership in his chosen line and efficiency as a citizen.

The University of Cincinnati carries out this same admirable scheme of half time in school and half time at work, only on a higher scale. The University students pursuing the industrial courses are in attendance in their classrooms during one week and in the great establishments practicing their chosen profession during the next.

The entire scheme of schooling as applied in Cincinnati is most admirable in that it merges the school and common life in one continuous, unbroken movement. There is not the usual shock of going from the theoretic atmosphere of the school to the new and untried world of practice. The growing youth is never conscious of the time when he is actually passing from one to the other, because here they are made integral parts of one great life unit.

SCHOOLING THE BOY BY MAIL

It is the theory of this volume that no youth should be permitted to enter upon a vocation without his first having been given every possible advantage of schooling. If one form of institution is not found available, then the entire list of possible ones should be carefully considered with the hope of finding one to suit the case. The question is often asked, "Does education pay?" In case

of an earnest seeker after knowledge, the answer may always be made positively in the affirmative. If it is merely the parent who desires the education *for* the boy and the boy does not become interested for his own sake, then of course the outcome may be uncertain. This may be added, however, that there is always some kind of schooling in which the boy of common intelligence may be led to take a vital interest. The chief problem is at times that of finding the right school.

There are now several correspondence schools which serve admirably the educational needs of certain classes of persons. For example, one of the list of these, the International Correspondence Schools, of Scranton, Pennsylvania, makes a practice of "Teaching employed persons the science of their trades or professions; preparing misplaced and dissatisfied people for congenial or better-paying work; giving young unemployed persons the training necessary to enable them to start at good salaries in chosen vocations." One distinctive virtue of these correspondence schools is the individual character of the instruction and the advantage of being permitted to advance in the work as home and employment conditions will allow. These schools are numbering thousands among their trained patrons and graduates. By means of them, young men and youths in all parts of the country are receiving the theoretical and cultural instruction necessary for advancement to places of profit and trust and for enabling them to do their part in the world's civic and social improvement.

Textbooks and all other necessary equipments are provided for the schools of correspondence. In addition to those at Scranton there may be mentioned the American School of Correspondence of Chicago; the International Typographical Union Course of Chicago; The Union

Pacific Educational Bureau of Information of Omaha;
The School of Railway Signaling, Utica, N.Y.

HELP THROUGH THE COLLEGE EXTENSION

For a long time some of the larger educational institutions have been offering correspondence work in courses of college rank. But very recently there has been a decided tendency to attempt to take the college down among the common people through the medium of the so-called extension courses. Perhaps the University of Wisconsin has been the pioneer in doing creditable correspondence work of a vocational-training character. By the provisions of the plan the university instructor co-operates with the manufacturer in the establishment of a correspondence school among the employees. The instructor also visits the shops often enough to outline the work in the presence of the pupils and to enable them to prepare their papers intelligently before sending them in for correction. A small tuition fee is charged, but the instruction given is very helpful in stimulating an interest in promotion and in giving preparation therefor.

SEND TO THE AGRICULTURAL COLLEGES

The father of any reasonably well-trained youth will most probably find a course in the agricultural college a most profitable investment. As organized to-day there are two somewhat different types of the state or land-grant colleges — the one which constitutes a division of the state university, and the one which stands as a separate institution having its own place and equipment. In either type, the young man of practical interest may find a variety of courses suited to preparing him for success in a vocational life.

Agriculture, stock raising, gardening, and fruit grow-

ing are the chief of the great basic industries of the world. If the growing boy possesses a native interest in one of these great trunk lines of human industry and can have the benefits of a four-year course of training in that specialty his success in life is as fully insured as any provision of man can possibly make it. The tremendous advantage of this type of course to certain classes of young men is the marked industrial feature. Where the scheme of instruction is rightly arranged, the theoretical, the practical, and the so-called cultural subjects are so woven together as to further the fullest possible rounding out of all the best latent abilities of the student.

The question will arise, Can the city-bred boy be put through the agricultural college with sufficient advantage to allow for his entering one of the great agricultural pursuits? Our answer is that such has been done many times, hundreds of times, and is now in progress in every such school in the country. The industrial part of the course is extensive and practical. The experimental farms give every opportunity necessary for close observation of the work and for participation in it. Now, while it may be hazardous for the city man to move to the farm with the purpose of its successful management, his son may go thence by way of a four-year course in the agricultural college and make a permanent success of the undertaking. It is found that the city-bred boy, in taking the agricultural college course, is more inclined to become a specialist in some division of the work than he is to become a general farmer and stock raiser.

LITERATURE ON THE VOCATIONAL TRAINING SCHOOLS FOR BOYS

Correspondence Courses in Engineering. Bulletin No. 200. Extension Division, University of Wisconsin, Madison.

- Town and City. Francis Gulick Jewett. Chapter on "Tobacco and National Vigor." Ginn & Co., Boston.
- The Coming Generation. W. B. Forbush. Chapter XIV, "Vocational Training and Guidance." 402 pp. D. Appleton & Co., N.Y.
- Vocational Education*. Bi-monthly. The Manual Arts Press. Peoria, Ill.
- Bulletin First District Normal School, Vol. XI, No. 2. Kirksville, Mo.
- Rural Manhood*. Monthly. The Y. M. C. A. Press, N.Y.
- American Education. A. S. Draper. 382 pp. Chapter on "Education for Efficiency." Houghton, Mifflin & Co., Boston.
- A Glance at Some European Vocational Schools. 64 pp. The Consumer's League, Hartford, Conn.
- The Worker and the State. Arthur D. Dean. Chapter I, "Past, Present and Future." The Century Co., N.Y.
- Elements of Applied Mechanics. Herbert E. Cobb. 274 pp. Ginn & Co., Boston.
- Essentials of Woodworking. Ira S. Griffith. The Manual Arts Press, Peoria.
- Vocational Education*. Vol. I, No. 5. "Vocational Education in the Boston Public Schools." Frank M. Leavitt. The Manual Arts Press, Peoria, Ill.

CHAPTER XIX

GETTING STARTED IN BUSINESS

"If I had \$1000, my fortune would be made," said a young man twenty-six years of age in conversation with two other men. His statement was occasioned by the sudden occurrence of a vacancy in a profitable flouring mill located in one of the wheat-growing states. The place was open to a young man of certain qualifications, which this speaker had, but it carried with it the cash investment of \$1000 in the stock of the company. The rule of the company made the stock — or at least ten shares of that held by the incumbent of this position — go with the place, and it was then paying an annual dividend of more than 10 per cent, with prospects of doing better. But the young traveling salesman — for such he was, carrying Millers' supplies — lacked nearly all of having the \$1000. His salary had been good, but, being single and having no one dependent upon him, he spent as he went, and, as he put it, "always had a good time."

SAVING THE FIRST \$1000

It is said that by the time a young man has saved his first \$1000 out of his actual earnings, he has accumulated enough financial caution and judgment to venture into a business of his own. But how to get this difficult start, that is the big question. Yes, the young man who is clean and honorable in his conduct and who has saved his first \$1000 out of his earnings is certainly thereby well advanced on the way toward a successful career.

He will usually prove to be a better "catch" for the right-minded young woman than the young man with a start of \$1000 of inherited money and of uncertain ability to save.

Getting a financial start in life is no easy matter for the average youth, but it always proves less difficult than anticipated to the one who goes at the task in the right way. Of all these who have related to the author their method of saving the first \$1000, Mr. J. C. B——, a successful hardware merchant in a town of 5000 has given the most suggestive account, as follows:—

At twenty-one years of age he was alone in the world without either money or home. At that time there entered his mind a peculiar resolution, which he said over many times to himself. "I am going to work at whatever I can get and save half my salary, no matter how little I get." The determination worked like a charm.

The first year Mr. B—— worked on a farm for \$25 per month and his board. By staying away from town he banked \$125 out of his \$300. The second year he found employment as clerk in a grocery store at \$40 per month and saved \$240 of his salary almost to the dollar. The third year he secured a position in his present place of business and under his present partner at \$60 per month. At the end of two years here he had saved \$700 more and had in the bank \$1065, together with some accrued interest on it at 4 per cent time deposit.

In the hardware store Mr. B—— found his true affinity by way of a life work. His employer realized this and took the young man's savings in exchange for a share in the business. To make a long story short, this young man at thirty-six years of age had a half interest in the thrifty hardware store, was married to a good wife, — worth a million to any young man, — and had a year-old boy (an-

other million). Their cottage home was comfortable and was paid for.

If we may now speak in condensed terms, this is Mr. B——'s recipe for saving the first \$1000: Be decent and honorable. Work hard and faithfully. Find the occupation you love to follow and stick to it. Put one half your wages in the bank monthly and live on the balance, no matter how much self-denial there may be involved.

CHOOSING THE RIGHT BUSINESS

There is a peculiar form of deception against which the young man about to enter business for himself is especially warned, and that is the appearance of ease with which some well-established affair is carried on successfully. The young man with his first savings to invest in a business of his own has been an assistant floor manager in a large dry goods establishment, but is tired of this line of work, after ten years of application to it, and decides to emulate a young friend who has established a successful typewriter agency in a distant city. The new business is undertaken with much enthusiasm and hope of profit. The equipment is secured through buying out another man, who also carries a small line of special office fixtures. But the profits soon cease to come in, although his predecessor made a most creditable showing, considering the small amount of capital involved. Three years later the young adventurer had a bankrupt stock to let go of and a thousand-dollar investment in experience to his credit. Fortunately his old employer took him back at a reduced salary.

So the story of failure because of lack of knowledge of the details of the business might be repeated in a thousand instances. Energy and enthusiasm are assets, the choice of a business which one is specially fond of is indispensable,

but even with both of these in his favor, one can scarcely hope to succeed in a strange, new line of financial venture.

TAKING OVER FATHER'S BUSINESS

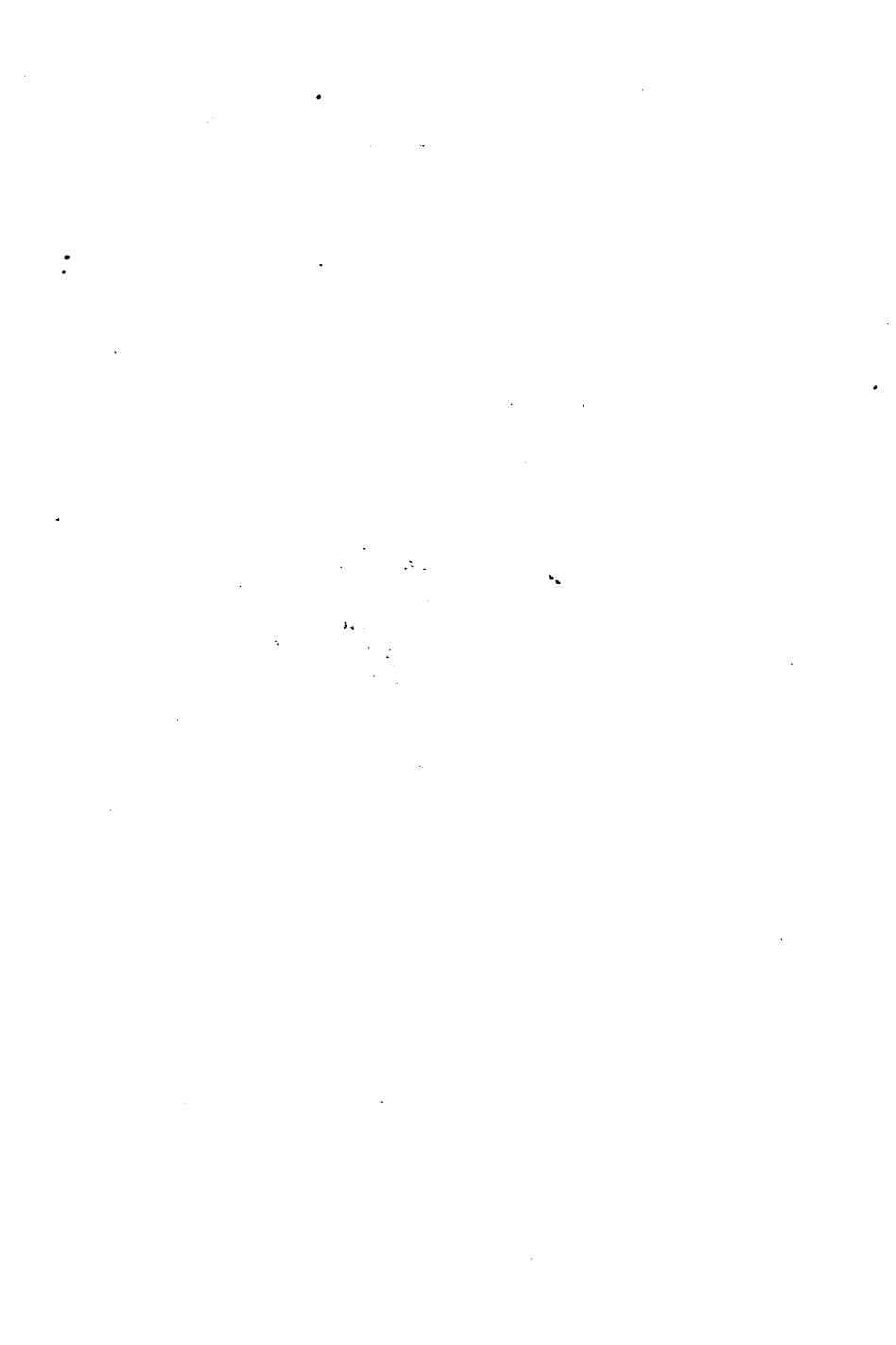
In theory it is better for a young man to serve a sort of apprenticeship in the business in which he expects to engage so as to come into touch with all the details thereof. This is sometimes impracticable, however. The ablest dry goods merchant is probably the one who grew up in the business, and the most successful nurseryman the one who has spent all his life handling plants and trees. However, there is a peculiar condition to be considered here. The young man who grows up with a business is often strangely unfamiliar with it and fails of success after the older management has turned it over to him. *Lack of genuine interest* is the most common cause. The son has simply inherited the wrong business and has not the indispensable advantage of fondness and enthusiasm.

On this point we cannot be mistaken; namely, that it is better to take up at, say, twenty-one years of age a line of new business in which one finds deep pleasure and satisfaction of work than to attempt to succeed with an inherited business with which he has had a lifelong acquaintance and yet without fondness. "Where the heart is, there will the treasure be also," is as sound a business maxim as was ever uttered. We have here, then, a clear suggestion as to whether or not the boy should succeed to the business of his father. No amount of sentiment, and no force of persuasion on the latter's part, should be allowed to do violence to the instinctive desire of the younger man. Far better were it to sell off the old place, business and all, and follow the youth if need be to some far distant clime, where he will enthusiastically throw his whole life into a new work, than to compel



Courtesy of National Cash Register Co.

Fig. 31. — Every boy in this group is a trained young industrialist and is proud of what he can do.



him to shoulder responsibilities for which he has an aversion.

To be sure, the son may be filled with airy dreams as to what he can do and become. He may imagine some untried business to be what it distinctively is not. But he is on the right track, when he is seeking for an "affinity" in the business world, and he should at least be followed cautiously. Let him try out his new schemes, you keeping a firm hand on the heavy purse strings, to be sure, and thus slowly bring him to the place which he is best fitted for.

WILD OATS IN BUSINESS

There is a story of two youths who went out far from home in quest of a hidden treasure. Long and persistently they searched over mountains and in caverns, now digging deep in the earth and now moving heavy stones and débris, but without the reward of even a particle of gold. Meanwhile the father of the young men, who was a pioneer, had moved his place of residence from a rough woodland to a point a hundred miles away in a new fertile lowland. After months of fruitless prospecting, the boys came back somewhat downcast, but with the benefit of having had some of their airy dreams exploded. "I have met a man who states positively that the treasure lies buried in this valley," said the father. "And there is only the necessity of digging for it. Let us plow up every inch of the ground and see what we get."

So the youths went to work with a will, plowing carefully and deep until every foot of the land was turned, but no treasure appeared. "Now," said the older one, "let us not be outdone. It is the autumn time; we will seed this ground to wheat and at least try to get something for our labor!" They did so and awaited the harvest,

and behold, a rich treasure of golden grain was the generous reward. Better than all, the boys had found a richer treasure; namely, the delight of applying themselves to an arduous task, the joy of first giving a full measure of faithful service in order that they might receive a reward of merit.

So it is ever with youth, we cannot scold young men out of their airy visions and vagaries, but we can follow in the rear and in many indirect ways bring about the disillusionment. Even in the beginning of business the enthusiastic youth must often be indulged in entering for a time, not too expensively, an untried field of effort in order that he may learn what it is *not*! There is at times no other honest way of dealing with him. And, moreover, it can be shown that more than half of the business men who finally made good were compelled by natural force of circumstances to pass through an early period of uncertainty and floundering and failure. Thus the earnest young man often learns true financial wisdom through his youthful blunders. But while so doing, *he always needs a financial and spiritual adviser to stand back of him.*

A TEMPORARY BUSINESS

It is often advisable to have the young son take up some low-risk temporary work as a means of accumulating capital and wisdom for the final vocation. An agency of some kind is nearly always to be secured. If that of traveling salesman be the temporary effort, the chosen line should be as nearly as possible the same as that to be handled in the business to follow. But in order to succeed, the salesman must possess a native stock of that peculiar quality called "nerve." He must know how to meet men — how to work up a familiar acquaintance with them and how to talk encouragingly of their own business

as well as how to persuade them into buying his goods. He must also know how to meet defeat and brace himself for the next effort thereafter. The "blues" is the disease that drives the majority of unsuccessful young traveling men off the road.

In general, it may be said that the temporary business is helpful to the young man if it brings him three kinds of returns: (1) increasing familiarity with the calling to be entered upon later, (2) some accumulation of capital for that undertaking, and (3) a wider acquaintance with the ins and outs of the business world. If these three rudiments of future success attend his efforts, then he can afford to be satisfied with the slow and gradual approach to the permanent vocation.

SCHOOL TEACHING AS BUSINESS TRAINING

School teaching is an excellent preliminary vocation and serves as a stepping-stone into many a substantial business calling. And few are ready to admit that the profession of teaching suffers at all seriously because of its being so used. There is something about the work of training the young in the schoolroom that inspires one to do and to be his best. Children are so full of hope, of promise, of appeal for deserved help and guidance. They throw the teacher constantly upon his native resources and literally force him either to acquire self-reliance or to discontinue the work.

It would be a charming thing in many respects if every young man could spend a term or two in the schoolroom before beginning business elsewhere; but, of course, not every young person really feels the call to teach. Therefore, some would do violence to the needs of the pupils. But what is meant here is this: Every young business man would be greatly benefited as such could he have a

period of experience in ministering unto the requirements of childhood. He would thus become better morally and spiritually, as well as enriched in human sympathy, and would acquire such a stock of knowledge about the ways of men as would render future business success much more probable.

The profession of teaching would suffer through such a scheme, some would say. Possibly so, but this contention is not yet proved. There is probably to-day more poor work being done in the schoolroom by middle-age and older men who have grown stale in the profession of teaching than is being done by the young school keepers who are more or less consciously preparing for some other calling.

INVESTING THE SAVINGS

Time after time a young man has gone upon the shoals financially because of impatience in getting ahead. Of course, we need waste no space in warning youth against pure gambling. Such a reckless practice is engaged in only by the more foolhardy. But the near-gambling — the wild schemes of speculation and getting rich quick — these often entice the youth of comparatively honest purposes and separate him from his hard-earned cash. The post office department at Washington has just announced that innocent and gullible persons have been defrauded out of more than a million dollars during the year past through misuse of the mail service by criminal schemers. Fortunately some of the states are enacting laws to prevent the operation of fraudulent concerns. Kansas, for example, has a so-called "blue-sky" law which has attracted nation-wide interest and which forbids stock-promotion companies and others of the kind from transacting business in the state without having first submitted its claims and methods to a critical state commission.

The first principle of investment of savings for the young man to observe is that of the soundness of the business or securities invested in. Any concern that pretends to return more than a current rate of interest needs to be carefully considered before investing. As a rule, recently organized stock and promotion companies and especially under out-of-town control are to be avoided. Often such organizations will pay a handsome fictitious dividend out of the capital stock itself in order to catch the unwary. Has the business gone through its crisis and settled down to steady progress? If so and the income is still high, there will be no need of agents in the field soliciting stock purchasers. On the other hand, there will be a waiting list of persons who hope to purchase the first of the stock that may be had. The shares of stock in any concern whatever, if offered by solicitors, are a reckless investment for any young business man and should never be taken by him unless he feels certain of having so much in cash to throw away in a risk. Practically all mining schemes come within this class.

Real estate investments — at times — may be made wherein the profits are larger than the current rate of interest. But such can safely be taken only on a basis of actual money-earning value. Cheap land or town property — where conditions are new and steadily improving and where values have not yet become fictitious — may be taken as a fairly sane investment. But whenever there is a real estate “boom” in progress, be wary; for then even some of the wise ones lose their heads and their cash.

A young man thirty-one years of age has just moved to town with his wife and three children, settling in a very modest rented home and taking a position as clerk in a shoe store at \$75 per month. Six years ago

he owned a cottage in a larger place and had \$2400 ahead with which he was about to open a small shoe business of his own in some country town. But the real estate craze caught him. The neighbors all around him were making quick returns of 25 to 40 per cent, on their investments, by laying out and selling lots. The young merchant was drawn in just for a trial. Sure enough, the \$600 paid for a vacant lot brought him back \$800—minus a small fee—in less than two months. It looked like easy money and so the balance of the savings went for more city lots, some of which were soon sold at the same good gain. Then there came a time which the real estate agents called the “dull season.” “Things would pick up again soon with better business than ever.” The remainder of the story has already been implied. The bubble burst and left the young dealer with his real estate as his only possession—bought at five times its actual value and mortgaged at twice its market price five years hence. The story is an old one, and thousands of young men can testify as to its stinging truth.

NO ROOM FOR A LIST

The brief space available for this discussion will not allow for giving an extended list of possible business investments for young men, even if the author were a safe adviser in respect to them. The chief purpose here is to admonish in behalf of caution and slow advancement on the part of the young investor. There are old and well-established securities that will bear the clearest scrutiny on the part of experts and pay a good current rate of interest. These may and should be patronized while the youth is accumulating enough to give him a start for himself.

BEGIN AT THE BOTTOM

"You ask me why so many young men fail in business to-day? I will give you one reason. It is unwillingness to begin at the bottom. The failures are often made by those who invest in high-priced luxuries the money that ought to be going into the business while the business is getting established. For example, a young business man of this town actually came to me and wanted to mortgage his home to get money for investing in an automobile. His newly established business is doing very well, but he already has heavy obligations to meet in the future and will need every dollar that can be saved. I talked him out of his wild scheme." Such were the words of the acting head of a prosperous banking house, and they were words of wisdom and truth.

Only the wise parents of the young man beginning business realize how difficult it often is to induce the youth to live modestly and well within his income as a profitable sacrifice for the future. And only those who have succeeded in the undertaking realize the soundness of such conservatism for youth. The extreme pressure in the social world; the hurtful, soul-destroying practice of keeping up outward appearances at any cost; the expensive "whirls" and "thrills"; the insistence that "Everybody is doing it," — these are the subtle forces that tend to break down strong resolutions and make young men go at a faster gait than their small purses and good morals can stand.

THE HAPPY MEAN IN SAVING

There is no greater difficulty in the matter of laying by something for the future than that of striking a happy mean. This is sometimes called a profligate age. It is

said that a very large proportion of the modern families are living from hand to mouth — that the typical family head has a reasonably good income, but that it all goes into the weekly expense bill and for keeping up the insurance.

The other extreme is perhaps as bad. Some one has told the story of a family who pinched and starved and saved, banking every possible cent and living in a little cramped house during the growing years of the children. This with the idea that some time there would be enough accumulated to build a fine big house, and then all would be happy. At last the glad day came. The big house was duly built and the old folks moved in. But where were the romping children? Manhood and womanhood had called them, poorly prepared, out into the world to face the stern duties of life. And then the aged parents sat down alone in the big, new house and sighed for those good old days when they were all so happy in that little home with the joyous children around them.

Is there a happy mean between these two extremes of profligacy and penuriousness? Some say that there is, that there is greatest joy in keeping up an even balance between spending and saving. Singularly enough, the mother is often the most competent member of the family in undertaking this task. The experience of a grocery salesman may well serve as an object lesson. "This is my last week on the road, and I am mighty glad to quit," said he. "Twenty years is long enough for me. The first of the month I take charge of a grocery store of my own in the home town. The store rightfully belongs to my wife. When we were married sixteen years ago, I was not saving a cent, but she insisted on laying by some of my salary from the first, and I was glad to let her do it. Besides taking care of our four children, now ranging in

age from ten to fifteen, she has found time to plan and manage the household affairs. I was skeptical about her scheme at first, but she proved its worth."

A summarized account of this interesting home building plan shows the following essential details:—

The income was carefully divided into four parts: (1) so much for actual living expenses; (2) so much for incidentals; (3) so much for a savings account; (4) so much for luxuries. Even the children took up with the plan and learned to help carry out its provisions. One virtue of the system was that it tended to keep the living expenses within the limits of reason—not too extravagant and not too penurious. Another was the practice it gave in testing the real value and serviceableness of every article bought. If there was anything left in the incidental fund, it was thrown into the savings fund. The "luxury fund" was always the first to suffer a shortage; the living expense fund was of course the last. As a matter of fact, the savings account scarcely ever suffered, while it kept going into the bank and from there into a conservative interest-bearing investment.

FIRST BE A GOOD SERVANT

There is nothing that better gives assurance of the future business success of the young man than his willingness to serve his employer with faithfulness and to the best of his ability. The following account may assist some parent adviser and the young son as well in gaining a helpful suggestion about the value of honest service:—

"For years I employed the cheapest farm help obtainable as a supposed means of profit," said a paid-up owner of a 260-acre farm. "Five years ago I determined to revise this method and watch my book returns as was my custom. So I advertised for an expert farm foreman, not

a mere hired man. This method brought three applicants of unusual promise. I employed one of these at an advance of \$10 per month over former wages.

"This man proved a remarkably good investment. As I estimated the returns, he made the place pay me one dollar per day more than the next best man ever in my employ in the farm. And how so? you ask. (1) He continued to take a pride in his work and in the confidence I imposed in him as a competent foreman. (2) He refused to slight his work in the interest of rushing things through and making a big, rough showing. (3) He knew the business, having taken a two-winter short course at the State Agricultural College. (4) He saved more than half his own wages, depositing a certain fixed sum in the bank at the end of each month.

"What seems surprising to me now is the fact of my stupidity in not thinking of this better method sooner. How many farmers are trying to get something for nothing through the employment of cheap help and at the lowest possible wages. But as a matter of fact, they are getting nothing for something. In addition to the actual money gain from the work of this foreman, I knew he would do the work better when I was absent than when I was present directing him. I knew that he would render a fair return, would waste little or nothing, and that he would plant and tend the crops at the right time and by modern methods.

"Now, the fifth year of our contract is nearly finished. My competent foreman has saved something every month during the period and is about to buy a sixty-acre farm of his own near me — part cash and part time. Will he do as well farming on his own account? Yes, and better. Also, he will make a most desirable neighbor, for the signs indicate that a worthy daughter of a thrifty farmer five miles away will soon come to share his joys and sorrows.

Where can I find another such young man at the age of twenty-three years and again fill the place so acceptably?"

If farmers would unite in this matter; that is, seek a better grade of farm help, pay proportionately more for it, and drop the old term "hired man" for a more euphonic one like "farm foreman," would not that constitute a stride in the direction of greater thrift? Would not such a uniform movement naturally attract a better class of help and assist in raising farm work to its proper dignity? And could not this same principle be applied with profit to both in case of the employer and his help in any other line of business?

MATRIMONY AS A BUSINESS VENTURE

Every honest-minded young man facing for the first time the business world at least secretly harbors the thought of marrying and settling down. But when? How much is required to support a wife? Have I the right to ask a young woman to enter a life partnership with me on such a small capital? These are some of the questions that stir honest young men's souls more deeply than those of finance. There is almost no reply that fits in general. If the man in the case is honest, upright, frugal, willing to start with small beginnings, and to live modestly within his means, he may profitably marry a young woman of like prime qualities on very small accumulated capital, and the whole way of life opens up like a charm. Ten thousand times has this method succeeded in the past and ten thousand times more will it succeed in the future. The backbone of the nation is constructed out of such noble men and women as these. May their numbers ever increase.

The author has no patience with the foolish notions of so many young bachelors of to-day who are resolving to remain single because of inability to accumulate enough

capital on which to "support" a wife. Written out in full, this theory of getting a wife means that such a life companion is to be regarded merely as an expensive luxury — a costly ornament and a high-priced plaything in one. It means that instead of being a true helper and a full partner in the effort and the sacrifice necessary for building up a home the young woman is to be initiated into the most luxurious living place within the reach of the young man's means, and there to abide as a butterfly, a spendthrift, while he struggles on to keep up the family income and to support the false social standards already set by both. This is the pace that bankrupts young business men, that robs the true home of its sweet, simple contentment and that cuts down the numbers and the character of the generation yet unborn.

Yes, if the young man is sober, honest, industrious, frugal, and otherwise high-minded, as suggested above; if he has a permanent business, with a small, steady income and prospects of even slow improvement; if he has won the heart of a young woman of like mind and character as himself; let them start out on the journey together comparatively young and that with every possible encouragement and blessing. Their prospects of a happy, useful life is far better than that of the young pair who have mortgaged their unestablished business, and their souls as well, in order to make a part payment on an automobile and to indulge in the dizzy thrills that canker the hearts of the idle leisure class.

The true home maker will be happiest only when she can be such indeed, when she can lend her mind and heart to the sacrificial acts necessary for making the home the abiding place of heavenly love. This old-fashioned way is the way of sacrifice, but it is the way that leadeth unto Life; — and few enough are they that enter therein.

LITERATURE ON GETTING STARTED IN BUSINESS

- Correspondence Courses in Business Sciences. Bulletin No. 265. Extension Division. University of Wisconsin, Madison.
- Examples of Success. J. Foster, M.S. 232 pp. International Text-book Co., Scranton, Pa.
- The Transaction of Business. How to Win a Fortune. Sir Arthur Phelps and Andrew Carnegie. 184 pp. Forbes & Co., Chicago.
- The Education of the American Citizen. Arthur T. Hadley. 231 pp. Lecture on "Higher Education and the Public Welfare." Charles Scribner's Sons, N.Y.
- The Business Philosopher.* Monthly. \$2.00 per year. The Backbone Society, Libertyville, Ill.
- Fifty years of Failure. Ten years of Success. Stories of several different business adventures. The Elizabeth Towne Co., Holyoke, Mass.
- Thoughts on Business. W. P. Warren. Chapter I, "Starting Points." 237 pp. Forbes & Co., Chicago.
- Making the Most of Our Children. Mary Wood Allen. Chapter XIV, "Teaching Business Methods." 282 pp. A. C. McClurg & Co., Chicago.
- The Young Man Entering Business. O. W. Marden. 200 pp. Thos. Y. Crowell Co., N.Y.
- The Eight Pillars of Prosperity. James Allen. 250 pp. Thos. Y. Crowell Co., N.Y.
- The Education of the Wage Earners. Thomas Davidson. 247 pp. Ginn & Co., Boston.
- Elements of Business Law. E. W. Huffant. 30 pp. Ginn & Co., Boston.

PART FIVE
SERVICE TRAINING

CHAPTER XX

THE PREPARATION FOR CITIZENSHIP

"MORALS was an elective in the college where I attended and I didn't take it," said a young man who possessed an aptitude for mixing fun and philosophy. Civic righteousness is a thing to be sought through training in practically the same way as one would seek mastery in mathematics, that is, by means of thorough instruction and practice. How many of us realize this? Although admitting that we desire this quality of civic helpfulness in all, do we not leave the matter of its development and practice to mere personal choice of the youth and to chance occasion?

A BETTER COURSE IN CIVICS NEEDED

Until very recent times we left the business of government to those who chanced to find enjoyment and profit in the game of politics. The professional politician was by far more numerous than the statesman. His chief purpose was that of advancing himself or some selfish, organized money interest, and his chief method was that of bidding for the votes of the masses by the use of a thin veneer of patriotism.

But a new type of statesman is now the order of the day, a statesman who will serve his own and the people's interests equally; a man whose private life is worthy of emulation and whose public life may at all times be open to public scrutiny; a man whose appointment may be subject to recall by the people. But this fine-spun theory

of a better and purer democracy cannot be instituted in a day. Rather it will require a generation. Before its best meanings can be realized a new crop of voters will have to be grown — a generation of young men with a new sense of civic responsibility. And these young men will be different from their forefathers in their political belief and practice only because *somebody carefully taught them a different code of political ethics.*

WHAT IS ORGANIZED SOCIETY?

Before beginning to lead the boy out upon the better civic highway, his trainer will be required to do some thinking on the subject at the head of this paragraph. Is society an organization of greed and selfishness? Or is it one intended for the mutual protection and benefit of all? It will make a tremendous difference in the future life of the boy which of these two opposing theories of the subject be the more acceptable to his moral and spiritual advisers. The first-named theory has had a somewhat general support during past times among the unthinking classes, but those who have studied the questions of government more deeply and have slowly matured their conclusions are practically all agreed on the last-named theory as being the preferable one.

But suppose we leave the youth to find for himself as best he can just what the state is and what government means. Ought we not to realize at once the hazardous risk involved in such loose methods of instruction? Selfishness dawns in the individual much earlier than unselfishness. Boys naturally manifest the former trait in a marked degree and can acquire the latter only through a series of experiences intelligently provided for them. The first serious obstacle which the boy meets in life is the clash of authority between his own will and that of his

trainer. He desires to do something not regarded as best for him and is hindered. Now, he naturally shows impatience and often believes that he is wronged in this matter, not being able to see the other side of the case. So, where there are two or more together, small boys who have come into sharp contact with the authority of the home and the law will talk their troubles over together and plot against this supposed arbitrary rule.

THE FIRST LESSON OF OBEDIENCE

In order to lead any normal youth out upon a high plane of conduct, there must be an early beginning in the form of a requirement of strict obedience to the reasonable requests of his parents. Now, while many sharp and decisive but gentle commands must be given the boy with little or no explanation as to why they should be executed, there will be frequently the necessity of justifying such commands by means of the fullest possible explanation. The child has a sense of justice to be dealt with and this instinctive disposition should be done violence to with extreme caution.

The word of command to the boy, therefore, is often best executed if followed by a word of explanation. Give him to understand that people all around him are hard at work, that they are doing many things, not especially because they desire to, but because they feel the necessity of doing so. Give the young son to understand that somebody must work in order that all may have food clothing, homes, and the like. And then appeal to his sense of justice and right, putting to him in ways that he can understand the questions that ask if he too ought not to buckle in and help, doing his little part to earn these fundamental necessities and comforts.

Thus we arouse not only a juvenile sense of justice, but

also a sense of personal responsibility. If left to run at large and find out in the old-fashioned careless way his true relation to the state, the home, and other institutions, there is too much danger of the boy's becoming in some degree an anarchist. It is both astonishing and startling to the one who makes careful inquiry about the matter when he finds out how many grown men there are in the country who seem to be acting upon the belief that the world owes them a living and that they are obligated in obtaining this living only to the extent of keeping outside of the clutches of the law. But what we desire in view of the finished product of character training is that the youth may take as his motto something like this: The world owes me a living, but I also owe the world the fullest possible measure of honest effort in payment for that living.

THE BOY AND THE POLICEMAN

Probably the first genuine enemy of the small boy — if he is at all inclined to divide the people into those who are for him and those who are against him — is the policeman. He sees this officer of the law armed with a club, driving men and boys out of forbidden places and off to jails or police courts. Some boys who have been brought into court come back with exaggerated stories about how roughly the policemen handled them and how unfairly he attempted to have them prosecuted for some trivial affair. Hence arises the juvenile plot against the law and its officers, and hence at length originates the boy gang with its program of misdemeanors, evasions of the law, and the final spirit of defiance. The ordinary boy is exceedingly fond of his gang and gladly obeys its rules of government. But the essence of the gang spirit is sociability and not criminality, and the best means of dealing

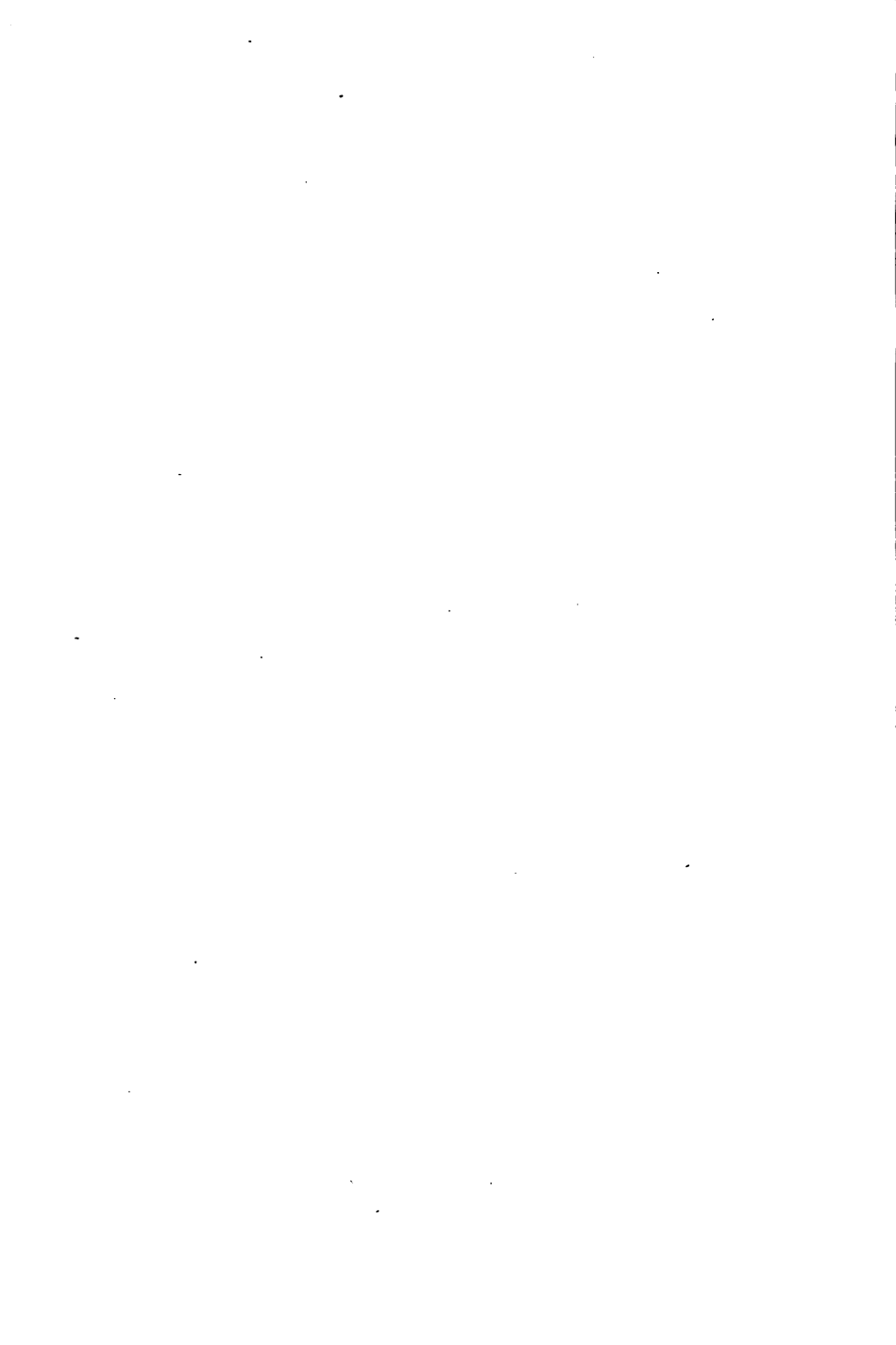


FIG. 32. — Every line in his little face is suggestive of cruel mistreatment. The factory owner for whom he worked was also mayor of the town.



FIG. 33. — This baby cotton mill doffer spent the long, tedious days in this dark prison. The factory owner trained him to say, "I am 12," as a means of complying with the letter of the law.

PLATE XXIX.



with such juvenile organizations is probably that of transforming it rather than that of breaking it up.

Policemen unfortunately are often chosen merely because of a quality of physical strength and bigness. Many times they are men of low intellect and brutish disposition, and most usually they are lacking a genuine sympathy with young life. Almost without exception they hate the boy gang and attempt to break it up by means of threats and rough treatment. It is hoped that the time will come when well-trained, highly educated men will see fit to take positions on the police force of our cities. The author believes this to be a position to which right-minded college graduates might reasonably be appointed. Broad training and culture, wide acquaintance with human conduct, a deep and refined interest into the nature of juvenile life — these are some of the qualities which every police officer should possess and that with little regard for his mere stature or avoirdupois. The police officer should rank in intellect and morals with the school-teacher and should coöperate with the latter in so far as his work touches the conduct of boys and youths.

But we must meet conditions as they are and not as we should like them to be. So, it will be necessary to take up with the boy the question of why there should be such an officer as a policeman.

THE FIRST CONCEPTIONS OF GOVERNMENT

For the sake of justifying the rule and reign of the police officer in the mind of the young son, we shall probably have to begin by presenting the truth that policemen are intended first of all to catch wicked criminals who would murder, and steal, and despoil our homes. The question of who appoints the policeman and pays him his salary will naturally arise in the boy's mind and should

be met with a very small presentation of the beginning of municipal government. There are not only policemen, but there are aldermen and judges to be employed and paid, and all the people who have property must unite in raising the necessary expense to support these officers in their work. Then the young citizen may be led on to a consideration of other municipal officers. There are schools and libraries to support; also parks and playgrounds, pavements, sewers, bridges, and the like to be constructed. The streets must be lighted and kept clean.

Bring all the foregoing to the attention of the youth as occasion may allow. Make him to understand as best he can the fact that he lives in an organized society, that many persons must be employed to protect and to improve the community, to care for municipal property, to conduct the schools, to construct the streets, parks, and the like. Show him that many men may be seen at work at these various municipal duties and that all good people are naturally and mutually interested. Leave with him the thought that all worthy persons are pulling together with the ideal of making the home city or community a better and happier place of abode. If the parent chances to be himself a property owner, the elementary lesson in civic duty will be made more impressive if the boy have it explained to him just how much this property is contributing by way of a municipal tax to help support the home government.

The end of all this boy teaching will be the recognition on the learner's part that government is not a necessary evil, but rather a necessary mode of organizing society for the mutual benefit of all classes — that good government is a high ideal for which every worthy citizen works, and that taxation, and the other general duties of citi-

zenship, are not to be regarded as burdens, but rather as privileges and opportunities whereby every one may contribute his part toward the actualization of the higher civic ideals.

STARTING WITH THE SCHOOL

In many cases the parent will find it more opportune to begin his lesson on local government with some affair that arises in the school rather than in the street and in relation to the policeman. It may be that the boy has in a certain instance felt the sting of the teacher's threat. The instruction will be imparted in the same general way as heretofore outlined. It will be made clear to the boy that somebody at the school must be in authority over the children; that the teacher is merely the appointed servant of the school board, and is in duty bound to carry out their wishes and execute the laws of the school; that the members of the board are simply a body of persons chosen by the people themselves and by them delegated with certain authority pertaining to the management of the school.

Now, talk over with the boy what would happen if there were no one in authority at the school; what if every one were allowed to try to do as he pleased; and call his attention to the reign of juvenile anarchy and confusion that would probably follow. Let him know that what he thought the teacher was wrongfully preventing him from doing was probably a deed tending to entail wrong upon some one else and thus, if possible, reveal to him his own selfishness. You want him to go back to the school, not intending to obey the discipline because he must, but resolving to conform to it because of its apparent necessity as a means of dealing fairly with all. Thus you relate his selfish interests and desires with the well-being of the

other members of the school society, and impart your first genuine lesson of civic duty and righteousness.

THE PARENT-TEACHER ASSOCIATION

As a means of inculcating civic duty in the mind of the young son, the parent will often find it most helpful to unite with the local parent-teacher association. This sort of club is now being organized widely throughout the United States and in some foreign lands. Among its best ideals is that of civic helpfulness. In a spirit of coöperation the parents and teachers come together on stated occasions to discuss matters of mutual interest touching the conduct of the children. By consulting a large number of these programs, we are led to the conclusion that morals and civic duties constitute the majority of the juvenile issues raised at the meetings. Here the two coöperating elements, the parents and the teachers, agree upon many a rule of conduct for the young, so that as a result the boy is not told to do one thing in the school and urged to do an opposite thing in the home. As a further result, and one of even greater consequence, the young learner is made to feel that the school and the home are really one, or at least closely related parts of a general organization of all the people in their onward movement toward higher and better things.

Citizenship can never be successfully taught in the school alone, or in the home alone. But whenever these two great institutions unite upon a mutual program or policy for the conduct of the child, the latter is certain to reap most helpful benefits therefrom. There is perhaps no better way for the parent to deprive himself of his prejudice against the workings of the school, than for him to become a member of the coöperative society under discussion. Almost unconsciously the well-meaning father

or mother sows the first seeds of anarchy or disrespect for law in dealing with some minor matter growing out of the school government. The teacher likewise is prone to make some kind of blunder because of lack of intimate knowledge of the home life of her pupils. For example, she requires strictly that every boy appear in the ranks on time at the beginning of school and that whenever one is tardy he shall bring a full written explanation of the cause thereof. Now, possibly this strict requirement works not a little injustice in many a busy home. The pressure of hurry and work in the majority of homes at morning while the children are being prepared for school is tremendous. It may be a well-nigh physical impossibility for the very busy mother to comply with all the arbitrary requests of the teacher relative to the conduct of the boy. But after a brief series of meetings of parents and teachers, a policy of mutual helpfulness is worked out and closer intimacy between the school and the home results, while the growing boy reaps a very considerable civic benefit therefrom.

THE LARGER CIVIC DUTIES

After the youth has acquired some idea of the meaning and purpose of the local government — of how certain types of authority necessarily come to be delegated to such persons as policemen and school-teachers — he will begin to catch glimpses of government as being at its best an expression of the will of the people instead of being a game of the politicians. The next natural step for the youth is to think out his personal relationship to the furtherance of government affairs. And right here is the parting of the ways. Here is where the young man should have every opportunity to appreciate the remarkable difference between government as organized selfish-

ness and greed, and government as a compact among all the people and for the mutual welfare.

This book bases its discussions on the theory — now well supported by substantial evidence — that nearly all criminals are not naturally born such, but made such by fault and omission in education and training. A marked omission in the training of those boys who afterwards became criminals is precisely that of which much was said above, the lessons in civic duty. Prison keepers who are at the same time students of human life tell us that the majority of convicts lack what might be called the institutional sense. These underdeveloped men have never been made to realize that the state, the home, the school, and the church all exist as institutions aiming at — and in considerable measure achieving — the improvement of human society. And yet, the best meanings of this important matter may be explained in such simple language that mere boys can understand them.

Therefore, let the moral and civic instructor of the youth take advantage of every opportunity to explain the purposes of the great institutions to him. Criminals, untaught as regards such matters in boyhood, believe that the law is a sort of trap devised by the favored classes for catching and punishing those who interfere with their selfish pleasures. Boys may easily be shown that the law has been instituted to help all and to hinder only those who would interfere with public rights. Criminals are too prone to regard the public school as a place where certain favored ones are taught how to outwit the masses in the game of life. The young may be made to see that the school aims impartially to strengthen and benefit all in their efforts to learn how to become self-supporting and to lead an honest life; and so with other great institutions — the home, the church, and society. Their highest meanings

can be made to appeal to the generous approval and support of the mere boy.

THE SACREDNESS OF THE FRANCHISE

The author was assured by a man who had every opportunity to know the truth in regard to the matter that, in a state where a certain great moral issue was up for the decision of voters, there was a round million dollars spent at the polls as a means of defeating that issue. In speaking of the ignorant voters the informant said: "The price paid for votes was usually \$5 each. The poor devils [the voters] needed the money and took it."

So the first great duty of citizenship would seem to be that the voter realize the sacredness of the franchise. How can this lesson be taught to young boys so that they may never forget its meanings. Certain methods of civic training have proved effective. For example, it has been found helpful to encourage the young son in taking part in boy politics. The selection of leaders in their street affairs and their gang life, and the appointment of certain ones to carry out defined duties and to be the recipients of particular honors, will call for not a little youthful consideration and debate. Stay with the boy throughout all such stirring events and see that his mind is guided toward honest effort and helpful conclusions. And then this same youthful citizen will come home from school with the problems of school politics disturbing his thought and purpose. Now is the time to meet him on his own familiar ground and turn his efforts toward securing the most desirable ends.

School and college politics does much to train the young of America for citizenship. The Roman youth was allowed to choose, among other things, the profession of politics. Unfortunately the pressure of new subjects has

crowded out much of the best of this old-time training for citizenship, but the issues pertaining thereunto can still be met by the teacher and parent acting coöperatively. The teacher may provide that even small children organize themselves into classroom literary societies, and the parents may support the excellent discipline to be derived by offering home advice and counsel.

"We had a big time electing our class officers," said a ten-year-old boy at the supper table one evening. "Some wanted to elect Lloyd B—— and the others wanted Harry H——. The teacher allowed every one to speak. I told them Harry ought to be elected because he keeps up with his class even if he does have to do more work at home than any of the other boys." Thus at least one boy revealed the practice of a very commendable plan of training for citizenship. Continued direction of such a nature, by parents and teachers, will certainly tend to strengthen the moral purposes of boys and in times of temptation to come, make them more willing to vote for the right and lose than to vote for the wrong and win a tainted reward.

YOUNG MEN CAN BE TAUGHT TO VOTE

Honesty and integrity are not so much matters of natural inheritance as they are slow-going acquisitions. The well-rounded, worthy citizen is a made-up affair — a character actually constructed out of the performance of a thousand and one good practices and by virtue of the omission of as many undesirable ones. If parents could only realize the full meaning of this character-building situation, they would strive harder than they do to-day to meet the boy-training issues.

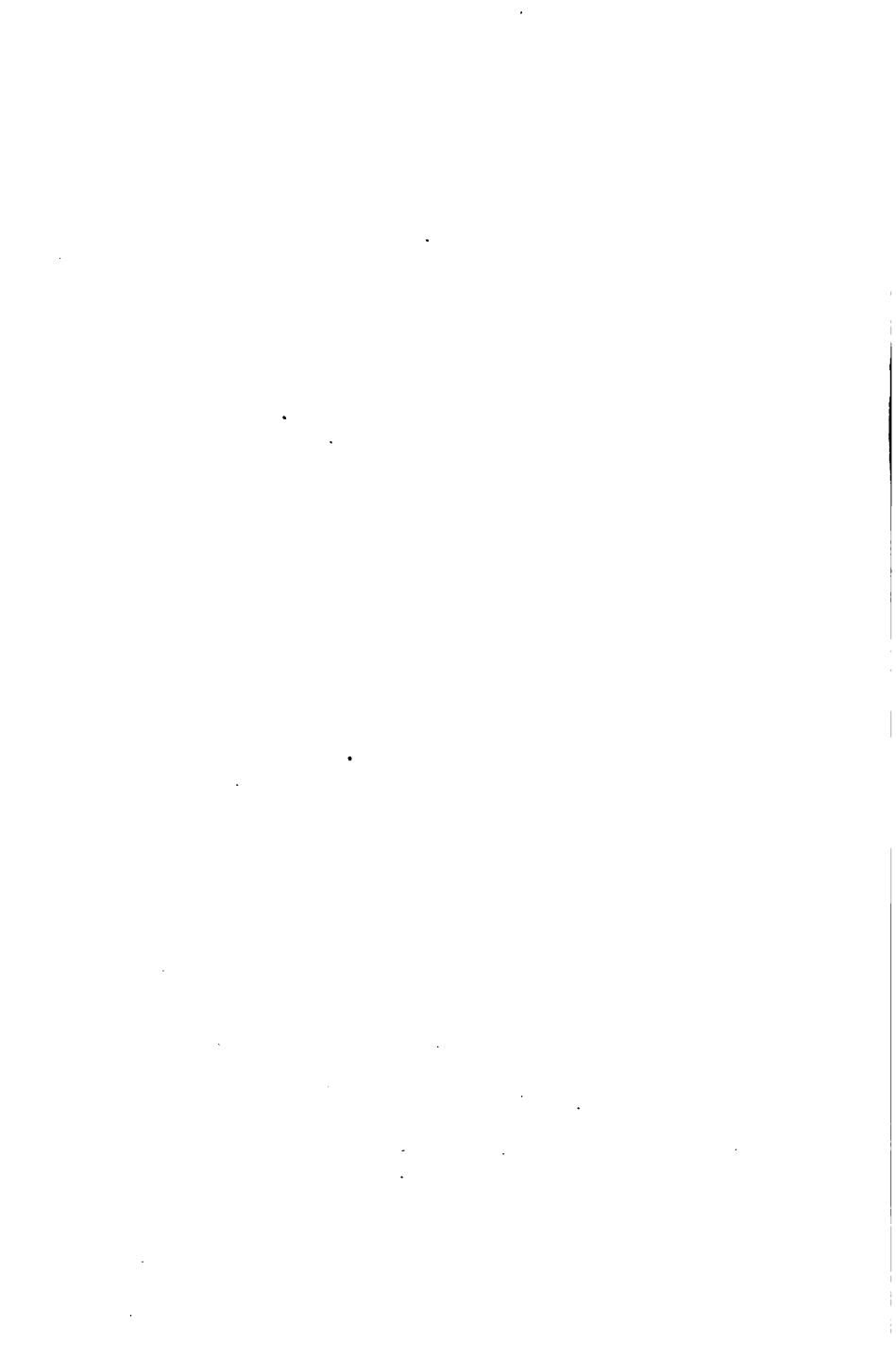
High school youths can certainly be given an intelligent and patriotic approach to the franchise. Instance after instance may be brought to their attention of how the



FIG. 35. — A high school youth who became an able musician through the wise use of time that others ordinarily throw away.



FIG. 34. — It is good for a boy to chum with a faithful dog for a short time.



corrupt use of the ballot defeats the good purposes of government. And time after time these same young men can be led aright while they actively participate in the play politics of the school, the home, and the social life. Again, let us suppose that an important local issue is coming up at an approaching election. Now, invite the sixteen-year-old into the circles where the matter is being discussed and if possible arouse his interest in the results. Call his attention to the newspaper discussions of the political issues of the day — such as he is best able to understand and help him to formulate an independent decision thereon. It does not matter so much whether or not the parent be wrong in his own political judgments. Is he seriously endeavoring to do the square thing by his conscience in relation to public affairs, and is he anxious to have his son go into the consideration of political questions with the same honesty of purpose?

The ignorant voter is the illiterate and uninformed voter, and he is probably such from lack of having had early training for citizenship. There is much justification for the statement made by some wise student of human affairs that the youth may be so imbued with political justice as to preclude the possibility of his ever desecrating the franchise. His passionate fondness for fairness and civic righteousness will outweigh any personal preferment or pecuniary considerations that may be offered to corrupt his vote.

But if the high ideal of citizenship is ever to prevail among the masses, there must be a fixed and resolute purpose in the minds of practically all who train the young to give positive practice and discipline in relation to matters that concern the state and the community. Good citizenship is only to a small extent born in the individual; it is largely made through the medium of well-defined personal experiences.

GOOD LITERATURE AS A CIVIC HELP

The youth who is not slowly acquiring a sense of his responsibility to the community and the state very probably has no access to reading matter suitable for stimulating such an awakening. In addition to a local paper and a general news daily, if the former be not such, every boy should enjoy the benefits of one or more of the great magazines which discuss National and world politics, such as the *World's Work*, the *Literary Digest*, and the *Review of Reviews*. The interesting illustrations of these high-standard magazines are certain to attract the attention of the youth of ordinary intelligence and to draw him gradually into a consideration of the printed discussions. Indeed, it may be regarded as a certainty that the magazine of current events will not only attract the boy's interest, but it will in time become an intimate companion and a most helpful instructor to him. Parents may therefore look upon these periodicals as a matter of investment in so much addition to the personality and character of their sons.

Your eight-year-old learns vaguely that it is election day and asks, "What is it to vote, papa?" Here now is an opportunity to impart the first lesson in civics. Explain to the young inquirer in a simple manner what the election issue is, and then wait for his next question as the occasion for further instruction in politics. Thus, while it is difficult to force the political problem upon his attention with helpful results, there will frequently be times when the course of his own thought and action will be broken into by the larger events and open the natural way of learning.

POLITICS EVERY GOOD MAN'S BUSINESS

So long as we leave political affairs to those who are merely interested in getting something for themselves, the

corruption of the ballot box will most probably continue and the rights of the common man will suffer. But if we make an important matter of bringing the young into intimate knowledge of current affairs, the professional politician will be compelled to give way before the force of a quickened public conscience. Politics will then be every man's business to the extent of his intelligent exercise of the franchise, and it will be his pleasure as well. But such a happy state of affairs as would result from a broad-minded and intelligent citizenship among all classes can come to pass only after all have been carefully trained from early life in matters of civic duty.

Train the boy to read his home paper intelligently, and to review the important events in the standard magazines and you thereby give him a grasp of the world's movements with much added ability to interpret the progress of the human race both past and present. In fact, without this attention to current events he can never be made to understand the history of the world. Worse than all, if he wait for an acquaintance with public events until a radical turn in affairs cheats him of his right to earn a competence, he will be prepared only to unite with some narrow-minded faction in its unintelligent and destructive warfare against some imagined enemy.

Wherefore, make it a point to see that the youthful son becomes acquainted with the larger political and moral issues. Take time to go over these affairs with him. Fifteen minutes daily at the close of the evening meal will suffice for conducting a most fruitful school of politics in the ordinary home. Not only the young of both sexes, but the older members of the family, will develop a keen and profitable interest in the world's progress. And how much more helpful and morally healthful will this procedure be to the boy than for him to sneak off habitually,

as so many do, and lose himself in the poisonous, infatuating dreams pictured in the ordinary popular novel.

Aim also to make the boy broad and cosmopolitan in his political views. If he is to become an active and intelligent member of some political party, ready at all times to forsake its ranks whenever it falls into the hands of selfish interests, there must be careful provision for his considering the able presentation of both sides of every great issue. But if you want him to adhere slavishly to one party for its own sake rather than for the sake of the cause he represents, confine his reading to only one side — the party side — of every question. Some day, in the good time to come, the professional politician will cease to wave the flag of the nation hypocritically over the common voter as a means of inciting him to vote a "straight ticket" which jeopardizes his own true interests. But the ignorance and prejudice making such a wrong possible will disappear only after the common voter everywhere shall have been inducted during boyhood into an intelligent understanding of political affairs. And the fathers of such rightly trained boys are to become their chief and best political guides and instructors.

LITERATURE ON THE PREPARATION FOR CITIZENSHIP

Civics and Social Center Development. Bulletin No. 301. Extension Division, University of Wisconsin, Madison.

Boy Life and Self-Government. George Walter Fiske. 310 pp. Association Press, N.Y.

The New Nationalism. Theodore Roosevelt. Chapter I, "Address delivered at Osawatomie." 268 pp. The Outlook Co., N.Y.

Citizenship and the Schools. Jeremiah W. Jenks. Chapter I, "Training for Citizenship." 264 pp. Henry Holt & Co., N.Y.

Citizenship and the Making of a Citizen. Walter L. Sheldon. 466 pp. W. M. Welch Co., Chicago.

The Teaching of Citizenship. Edwin H. Hughes. Chapter I, "The Need and the Method." 235 pp. W. A. Wilde Co., Boston.

- The Culture of Justice.** Patterson Du Bois. 250 pp. Dodd, Mead & Co., N.Y.
- Some Successful Americans.** Sherman Williams. 195 pp. Ginn & Co., Boston.
- American Citizenship.** David J. Brewer. 131 pp. Yale University Press, New Haven.
- The Hindrances to Citizenship.** Right Hon. James Bryce. Yale University Press, New Haven.
- The George Junior Republic.** William R. George. 350 pp. D. Appleton & Co., N.Y.
- One Thousand Homeless Men.** Alice W. Solenberger. 398 pp. The Survey Associates, Inc., N.Y.

CHAPTER XXI

THE PREPARATION FOR SOCIAL SERVICE

FIRST acquire, then become, and finally serve. This is the true order of development of the man who comes to the fullness of all his powers. The boy starts out in life a savage young animal, greedily taking as his own all he can seize and crying for more. But by virtue of the rough-and-tumble processes of a well-ordered juvenile experience he gradually becomes a man with hand skilled to perform some worthy work in life ; with mind trained to entertain courageous and ennobling thoughts ; with heart disciplined through love and sympathy for his fellow man. At length, after many years of growth and learning, the man of power awakens with a new consciousness of his true place in the world and finds himself likewise a man of service.

UNFOLDING THE SOCIAL SYMPATHIES

The unfoldment of the entire latent worth of the boy calls for a carefully arranged program of social service. Unfortunately many good and promising youths are halted in their development at the time when they are naturally and necessarily engaged almost exclusively in grasping after and acquiring the material things of life. This retarded development means an imperfect adjustment to the better social and religious relations of human experience and an overselfish character as a consequence.

One of the chief purposes of this chapter, therefore, is that of attempting to point out the necessity of the purposive social service training of the boy. Let the reader

hesitate a moment and try to recall any considerable number of instances during his life when there was a conscious attempt either in the home or in the school to train the young in the performance of altruistic deeds. Was there not nearly always too much rushing to perform the plain rough duties of work and lesson getting to admit of any discipline in the higher refinements of social service? And yet, if we judge of character in terms of mere money-earning power, it pays to be social and sympathetic. The one who loves his fellow man, who is fond of his company, who is ready to lend a hand in time of need and willing to work on occasions in behalf of the public welfare — this man is better equipped for accumulating material wealth than if he did not possess these fine characteristics.

HOW TO GIVE THE INSTRUCTION

Altruism and social service begin in the well-wishing of the individual as he thinks of his fellow man, especially his near-by associates. Point out to the boy, therefore, the fact that practically all of those about him are trudging up the same steep highway of life — the same sun lights the pathway ahead for all and the same storms sweep over them; the same seasonal changes come alike to all and the same angel of death awaits their coming. Social sympathy is the fine descriptive phrase suggested as a model of instruction here. And after you have given your young charge a clear hint of the mighty sweep of the ages over the lives of all the race, bring him to observe the different individuals at work in their places. Any boy of average intelligence can be led to witness consciously the instance of an aged man forced by circumstances to remain too long at the post of toil, and to be sorry for him; this boy can be made to consider the dire distress of some tired and

careworn mother who must give her last ounce of strength over the washtub in order to feed her dependent children, and to think of means of relieving her; he can be made to feel in some degree the pitiful appeal of the blind orphan, and to offer his hand in appropriate service.

A puny, tired looking fourteen-year-old girl appeared in front of a good home and began to lift from her old delivery vehicle a heavy basket of washing with the intention of carrying the burden unaided to the rear of the house. A well-dressed, husky, twelve-year-old boy sat on the front porch of the house indifferently watching the efforts of the girl — a very natural thing to do for the youth of this age who might think himself "well bred." But was it not the right lesson in altruism to have the boy run to the assistance of the girl servant and help her carry the load to the back door, and later to remind him of the girl's overwork and fatigue? We learn to do by doing, and we learn to sympathize through the expression of sympathy.

WORKING FOR THE GENERAL WELL-BEING

It slowly dawns upon the consciousness of the well-trained youth that the world is not a thing intended merely for his private enjoyment, provided that he can make a raid upon it and take it by force or stratagem. He learns through the wholesome and necessary discipline of hard work and fatigue, of frequent pain and disappointment, of occasional suffering and sorrow, that the whole world is akin and that the good and the ill of one is somehow inwrought with the good and the ill of all. He learns — if you plan such lessons for him — that the statute laws are meant to restrain him from criminal rather than from immoral or sinful acts and that there is a higher law applying to sin and immorality. He learns

to understand the brutishness of the man who would poison the food of precious babies for the sake of pecuniary profit, and of the other one who as a legislator would barter away the people's inherent rights and privileges. He learns to detect the fiendishness of the man who would debauch the innocent youth of the land through the sale of intoxicating drinks and of his twin brother in crime who traffics in the virtue of unprotected girls.

But again it is declared that if your boy receives the right impression of all the foregoing evil practices, you will be compelled to point such things out to him very judiciously, showing him that these awful wrongs are as a rule the dark deeds of the wicked few who profit by wrecking the peace and happiness of the larger innocent class.

It is not enough for your son finally to become willing that the community remain sober and upright. He must be ready to assist in bringing about such an end. You can take up with your boy the actual case of a youth who was led by a vile, worthless man to take his first drink, and while intoxicated to commit a heinous crime; how the parents and other relatives of the young criminal suffered untold sorrow and remorse; how the home neighborhood became branded permanently with this iniquity. A thousand great volumes would not contain all the true records of this nation available as material of instruction. And then you can teach your son how by his voice, his vote, and his other public-welfare forms of endeavor he may help to obviate such calamities.

FORMS OF SOCIAL SERVICE

For example, you wish to see a library established in your town and you are engaged among the workers for the enterprise. Now, keep your young son in touch with your movements — allow him to attend the public meet-

ings held for this cause and to absorb some interest in what is being attempted. Perhaps your boy already has a sufficient quantity of good books at home. Then, you may contrast this plentifulness with the lack of juvenile reading in the homes of the masses and thus spur his enthusiasm in behalf of the common good.

Perhaps you have established a playground in a public place and the children from all directions gather there, at first in confusion, selfishly struggling for the places of advantage. You attend the place with your boy and — if fortunate enough to have such a person in charge — you have him observe how the wise play director requires every one to take his turn at the apparatus, none pushing or hindering, all obeying and helping. And then, you impress upon the youthful mind the important fact that the municipal playground is intended for all whom it can possibly serve, and that none must be preferred above the others.

Again you arrange a lawn party for your boy and invite in a large number of his chums. For this affair he is carefully reminded of his office as host and is made familiar with the detailed parts of his program. He is especially reminded that enjoyment of his guests is to be looked after, each one impartially and none slighted. He himself is to stand back, denying himself the privileges he seeks to accord to his guests, at least until all have been served. He is also to take the lead in providing ways and means for the games of the day. Thus through actual practice the habits of courtesy and of self-forgetfulness are acquired by the young.

DEEDS OF ALTRUISM

It is not sufficient that the young who are well housed and care-free be halted in their play merely long enough

to have their attention called to children who suffer for these necessities of childhood. True sympathy means suffering with, and to do this effectively one must himself make some measure of sacrifice. It is a strange truth that the cold-hearted, indifferent man is often the one who never suffered for anything in his youth. No matter how well born, or whose son he may be, if a growing boy always have his own wants satisfied for the asking; if he be full fed, supplied with many playthings, trained in the mastery of all his school lessons, allowed to go out much in company and acquire polished manners, taught to save his money and to deal shrewdly in business, disciplined in showing courtly deference to his young-woman friends — even though experienced and schooled amply in all these matters, he may be a hard-hearted bigot, deaf to the cries of the hungry and indifferent to the sufferings of the afflicted. The matter depends on whether or not he has been trained to meet such calls upon his sympathy.

Now, we must make this problem of teaching social sympathy and altruism clear, even if many repetitions are required to do so. The underlying idea here, and the one so often overlooked by the trainer, is that all valuable discipline is of a special character. Let us change the illustration for a moment. Suppose you wish to teach a boy to chop with an ax. You give him ample practice in grinding an ax, in making the handle and in adjusting it, in using a saw, a plane, a hammer, and a hoe. Then, you allow him to stand by for hours and watch others chop wood without giving him one stroke of practice in chopping. How much have you trained him to chop? Only a little at best. The work with the hammer and the careful watching of the others in the act of chopping has given him a small amount of readiness to do this simple work. However, he will still be amusingly awkward at

the first trial, and nothing but actual practice in doing this particular thing will ever give him even ordinary ability to do it.

So with altruism. It cannot be bought, or acquired secondhand, or even obtained at a bargain counter. Its mainspring of action is the emotion of sympathy, but this fine feeling comes to one in its unadulterated form only at the expense of suffering and sacrifice on his own part. So you may take your boy about in an automobile to the places of the poor and suffering of humanity and have him look in on their degradation and misery, have him say he is sorry for them, and even request him to toss them a liberal amount of money unearned by himself. With all this you have taught the boy about as much true social sympathy as the assumed indirect chopping lessons taught him to chop.

It is left to the reader to decide whether or not the lesson is worth the price, but the following is suggested as one road over which the youth must travel in order to acquire true social sympathy and sufficient strength to prompt him to act effectively.

1. Train him from early boyhood to stay persistently at his post of duty even for a while after he has become fatigued and tired of the task.

2. Let him find out through actual experience what it means to long intensely for a thing or a place of preferment and not have that longing satisfied until such satisfaction has been earned by his own worthy efforts.

3. No matter how wealthy you may be, hold the boy upon the appointed tasks — not make believe, but real work — until he is able to earn a living at some kind of honorable industry. He should reach this achievement at about fifteen.

4. Do not invite illness for the sake of his discipline,

hesitate a moment and try to recall any considerable number of instances during his life when there was a conscious attempt either in the home or in the school to train the young in the performance of altruistic deeds. Was there not nearly always too much rushing to perform the plain rough duties of work and lesson getting to admit of any discipline in the higher refinements of social service? And yet, if we judge of character in terms of mere money-earning power, it pays to be social and sympathetic. The one who loves his fellow man, who is fond of his company, who is ready to lend a hand in time of need and willing to work on occasions in behalf of the public welfare — this man is better equipped for accumulating material wealth than if he did not possess these fine characteristics.

HOW TO GIVE THE INSTRUCTION

Altruism and social service begin in the well-wishing of the individual as he thinks of his fellow man, especially his near-by associates. Point out to the boy, therefore, the fact that practically all of those about him are trudging up the same steep highway of life — the same sun lights the pathway ahead for all and the same storms sweep over them; the same seasonal changes come alike to all and the same angel of death awaits their coming. Social sympathy is the fine descriptive phrase suggested as a model of instruction here. And after you have given your young charge a clear hint of the mighty sweep of the ages over the lives of all the race, bring him to observe the different individuals at work in their places. Any boy of average intelligence can be led to witness consciously the instance of an aged man forced by circumstances to remain too long at the post of toil, and to be sorry for him; this boy can be made to consider the dire distress of some tired and

but if such thing should overtake him, use the advantage to inculcate patience in suffering and remind him of the suffering of other ailing ones. Have him imagine how much heavier theirs must be in cases where the home is a hovel and the means of relief are wanting.

5. Now have him get down among the needy and suffering and do some actual relief work — not merely giving something that costs him nothing. Have him carry to some sick child a plaything or other object that is dear to his own heart and which he will be compelled by the sacrifice to do without. Have him go to some decrepit, aged woman who is trudging feebly up the steep and take her burden for a while upon his own manly little shoulders, going on and on with the load until he gets some idea of the sting of a defeated life, and until his work of sacrifice has really given help and relief to the weary sojourner.

So the good work of discipline goes on. Your boy learns by actual experience what it means to suffer and to make sacrifice for others. He learns precisely what it means to get down among the poor and needy and to be one of them for a time; and to lift them up rather than to try to coax them up through the gift of a few unearned coins.

SOCIAL SYMPATHY SOLVES LABOR TROUBLES

The fight between capital and labor is a contention between two factors whose true interests are one, and yet who each fail to appreciate the point of view of the other. They are both looking at a part of the same thing and fail to see the whole. It is all a fault of training — a one-sidedness and an incompleteness of the development of the best latent powers of the individual. Select if you will a thousand small boys, dividing them into two equal lots and seeing that every boy in one lot has a full

CHAPTER XXI

THE PREPARATION FOR SOCIAL SERVICE

FIRST acquire, then become, and finally serve. This is the true order of development of the man who comes to the fullness of all his powers. The boy starts out in life a savage young animal, greedily taking as his own all he can seize and crying for more. But by virtue of the rough-and-tumble processes of a well-ordered juvenile experience he gradually becomes a man with hand skilled to perform some worthy work in life; with mind trained to entertain courageous and ennobling thoughts; with heart disciplined through love and sympathy for his fellow man. At length, after many years of growth and learning, the man of power awakens with a new consciousness of his true place in the world and finds himself likewise a man of service.

UNFOLDING THE SOCIAL SYMPATHIES

The unfoldment of the entire latent worth of the boy calls for a carefully arranged program of social service. Unfortunately many good and promising youths are halted in their development at the time when they are naturally and necessarily engaged almost exclusively in grasping after and acquiring the material things of life. This retarded development means an imperfect adjustment to the better social and religious relations of human experience and an overselfish character as a consequence.

One of the chief purposes of this chapter, therefore, is that of attempting to point out the necessity of the purposive social service training of the boy. Let the reader

hesitate a moment and try to recall any considerable number of instances during his life when there was a conscious attempt either in the home or in the school to train the young in the performance of altruistic deeds. Was there not nearly always too much rushing to perform the plain rough duties of work and lesson getting to admit of any discipline in the higher refinements of social service? And yet, if we judge of character in terms of mere money-earning power, it pays to be social and sympathetic. The one who loves his fellow man, who is fond of his company, who is ready to lend a hand in time of need and willing to work on occasions in behalf of the public welfare — this man is better equipped for accumulating material wealth than if he did not possess these fine characteristics.

HOW TO GIVE THE INSTRUCTION

Altruism and social service begin in the well-wishing of the individual as he thinks of his fellow man, especially his near-by associates. Point out to the boy, therefore, the fact that practically all of those about him are trudging up the same steep highway of life — the same sun lights the pathway ahead for all and the same storms sweep over them; the same seasonal changes come alike to all and the same angel of death awaits their coming. Social sympathy is the fine descriptive phrase suggested as a model of instruction here. And after you have given your young charge a clear hint of the mighty sweep of the ages over the lives of all the race, bring him to observe the different individuals at work in their places. Any boy of average intelligence can be led to witness consciously the instance of an aged man forced by circumstances to remain too long at the post of toil, and to be sorry for him; this boy can be made to consider the dire distress of some tired and

careworn mother who must give her last ounce of strength over the washtub in order to feed her dependent children, and to think of means of relieving her; he can be made to feel in some degree the pitiful appeal of the blind orphan, and to offer his hand in appropriate service.

A puny, tired looking fourteen-year-old girl appeared in front of a good home and began to lift from her old delivery vehicle a heavy basket of washing with the intention of carrying the burden unaided to the rear of the house. A well-dressed, husky, twelve-year-old boy sat on the front porch of the house indifferently watching the efforts of the girl — a very natural thing to do for the youth of this age who might think himself “well bred.” But was it not the right lesson in altruism to have the boy run to the assistance of the girl servant and help her carry the load to the back door, and later to remind him of the girl’s overwork and fatigue? We learn to do by doing, and we learn to sympathize through the expression of sympathy.

WORKING FOR THE GENERAL WELL-BEING

It slowly dawns upon the consciousness of the well-trained youth that the world is not a thing intended merely for his private enjoyment, provided that he can make a raid upon it and take it by force or stratagem. He learns through the wholesome and necessary discipline of hard work and fatigue, of frequent pain and disappointment, of occasional suffering and sorrow, that the whole world is akin and that the good and the ill of one is somehow inwrought with the good and the ill of all. He learns — if you plan such lessons for him — that the statute laws are meant to restrain him from criminal rather than from immoral or sinful acts and that there is a higher law applying to sin and immorality. He learns

to understand the brutishness of the man who would poison the food of precious babies for the sake of pecuniary profit, and of the other one who as a legislator would barter away the people's inherent rights and privileges. He learns to detect the fiendishness of the man who would debauch the innocent youth of the land through the sale of intoxicating drinks and of his twin brother in crime who traffics in the virtue of unprotected girls.

But again it is declared that if your boy receives the right impression of all the foregoing evil practices, you will be compelled to point such things out to him very judiciously, showing him that these awful wrongs are as a rule the dark deeds of the wicked few who profit by wrecking the peace and happiness of the larger innocent class.

It is not enough for your son finally to become willing that the community remain sober and upright. He must be ready to assist in bringing about such an end. You can take up with your boy the actual case of a youth who was led by a vile, worthless man to take his first drink, and while intoxicated to commit a heinous crime; how the parents and other relatives of the young criminal suffered untold sorrow and remorse; how the home neighborhood became branded permanently with this iniquity. A thousand great volumes would not contain all the true records of this nation available as material of instruction. And then you can teach your son how by his voice, his vote, and his other public-welfare forms of endeavor he may help to obviate such calamities.

FORMS OF SOCIAL SERVICE

For example, you wish to see a library established in your town and you are engaged among the workers for the enterprise. Now, keep your young son in touch with your movements — allow him to attend the public meet-

ings held for this cause and to absorb some interest in what is being attempted. Perhaps your boy already has a sufficient quantity of good books at home. Then, you may contrast this plentifulness with the lack of juvenile reading in the homes of the masses and thus spur his enthusiasm in behalf of the common good.

Perhaps you have established a playground in a public place and the children from all directions gather there, at first in confusion, selfishly struggling for the places of advantage. You attend the place with your boy and — if fortunate enough to have such a person in charge — you have him observe how the wise play director requires every one to take his turn at the apparatus, none pushing or hindering, all obeying and helping. And then, you impress upon the youthful mind the important fact that the municipal playground is intended for all whom it can possibly serve, and that none must be preferred above the others.

Again you arrange a lawn party for your boy and invite in a large number of his chums. For this affair he is carefully reminded of his office as host and is made familiar with the detailed parts of his program. He is especially reminded that enjoyment of his guests is to be looked after, each one impartially and none slighted. He himself is to stand back, denying himself the privileges he seeks to accord to his guests, at least until all have been served. He is also to take the lead in providing ways and means for the games of the day. Thus through actual practice the habits of courtesy and of self-forgetfulness are acquired by the young.

DEEDS OF ALTRUISM

It is not sufficient that the young who are well housed and care-free be halted in their play merely long enough

to have their attention called to children who suffer for these necessities of childhood. True sympathy means suffering with, and to do this effectively one must himself make some measure of sacrifice. It is a strange truth that the cold-hearted, indifferent man is often the one who never suffered for anything in his youth. No matter how well born, or whose son he may be, if a growing boy always have his own wants satisfied for the asking; if he be full fed, supplied with many playthings, trained in the mastery of all his school lessons, allowed to go out much in company and acquire polished manners, taught to save his money and to deal shrewdly in business, disciplined in showing courtly deference to his young-woman friends — even though experienced and schooled amply in all these matters, he may be a hard-hearted bigot, deaf to the cries of the hungry and indifferent to the sufferings of the afflicted. The matter depends on whether or not he has been trained to meet such calls upon his sympathy.

Now, we must make this problem of teaching social sympathy and altruism clear, even if many repetitions are required to do so. The underlying idea here, and the one so often overlooked by the trainer, is that all valuable discipline is of a special character. Let us change the illustration for a moment. Suppose you wish to teach a boy to chop with an ax. You give him ample practice in grinding an ax, in making the handle and in adjusting it, in using a saw, a plane, a hammer, and a hoe. Then, you allow him to stand by for hours and watch others chop wood without giving him one stroke of practice in chopping. How much have you trained him to chop? Only a little at best. The work with the hammer and the careful watching of the others in the act of chopping has given him a small amount of readiness to do this simple work. However, he will still be amusingly awkward at

brother in the other. Now, train one lot of five hundred to get down in the plain dirt and grind of life enabling them to earn their way by the sweat of their manly little brows, and inculcating the type of social sympathy outlined above. Then, take the other five hundred, giving them an easy-going traditional course in the schools and the college, if you like; but shield them while growing from all enforced and arduous work; give them ample spending money, and much indulgence in running about the town and in the use of sweetmeats; keep them dressed at all times as if for society, their hands remaining soft and delicate; have servants to do all their menial work, waiting on them as if they were babies and showing them reverential respect. Then, after they are grown up and somewhat advanced in the principles and methods of shrewd finance, of speculating, and of otherwise making capital win easily an exorbitant income, give these young men a good big inheritance. Now, you have five hundred so-called capitalists who will pinch and wrack the other five hundred in all the well-known ways of the fierce labor war of modern times.

Legislatures may come and go on forever enacting laws to oppose the trusts and the cold-hearted stock manipulations; policemen may be employed to beat back the mob of laborers and frighten them into submission; boards of arbitration may sit a thousand times and decide the case—as they must—to the dissatisfaction of both sides,—all this and more of the kind may be done endlessly, and yet the opposing ranks will continue to be filled up from the bottom, and the bitter hatred will continue to do its deadly work; all this so long as we maintain the dual standard of training outlined above.

On the other hand, let it be provided that all boys be taken through a rigid course of discipline in play; in

industry that finally amounts to self-support; in social experience that gives acquaintance with all classes; in the direction of a fitting and inwardly inspired vocation; in the acts of social sympathy as suggested above; in the ideal relations of a good home and family life, — let *all*, not a part, have the benefit of this course of training for character's sake; and social sympathy, solidarity, and racial unity will grow out of it. The capitalist will merely be a man whose fitness for the position will be proved by his peculiar nature and worth. He will be glad to accord to labor a fair share of its profits. The laborer will be a skilled workman in the field of industry to which his inner nature has called him. He and the capitalist will recognize the different capacity each of the other, and the two will work in a beautiful coöperative scheme for their mutual well-being.

WORKING FOR THE GENERAL WELFARE

Finally, let us consider the matter of rounding out the child's social sympathies in such full form as will prompt him at length to be interested in every phase of the general well-being of his home community. How often the well-meaning citizen is generous-hearted in only one or two given directions and indifferent to the appeals of other public needs quite as worthy as those he serves.

For example, the man of one-sided social sympathy may be contributing liberally to the worthy cause of supporting a baseball league, partly with the thought of his own enjoyment and partly with the purpose of furnishing recreation for a certain class of men. And yet at the same time this public-spirited citizen may ignore the claims of several other needy classes of those living in his home town or city. There is the public playground now regarded as being so fundamental in its child-training

service. Perhaps he ignores this new institution and even makes light of its claims.

Then again, there is the claim of the hard-working mothers of the town for the facilities of social recreation. Are they not quite as worthy as the men who would enjoy the ball game? Are they not even working harder and longer hours and otherwise sacrificing more in the interests of humanity? And yet, how many men of the ordinary community would contribute enthusiastically to the establishment of a social center for tired mothers.

It is hoped that there will be brought up from this time on a generation of young men who will appreciate more justly the neglected classes of society, contributing to all in proportion to the means at hand and neglecting none. What a splendid service there can be rendered to any community through the use of a social center, say a good, shady park with an attractive building for public gatherings of large and small membership. Some one has sketched an ideal center of this kind. It is a beautiful park with trees and greenswards and flower gardens and running brooks. In the center of it stands a massive building containing a large auditorium, smaller apartments for the several clubs and societies of the young and the old of both sexes, and a well-planned library of clean, helpful literature. At a suitable point there is a swimming pool for men and apart from that another for women. There are fountains and wading pools for the children. There is a small zoölogical park in one corner of the inclosure. The winding drives and pathways are paved or graveled, and the entire plant is clean and sanitary.

At this ideal social center every class and interest of the home community is served. The old, the middle-aged, the young, and the infants — none are neglected. And here on many occasions they come. At times the

entire population assembles for a refined band concert and an informal social time upon the lawns. At other times they come in their respective groups and societies, each for its particular form of service or enjoyment. The thought of the entire community centers in this beautiful place; and whenever the hours of toil grow long and tedious, there is a mental stimulant in the thought of a happy hour to come when burdens shall be laid away and wholesome recreation shall take the place.

Criminality and lesser forms of coarseness and wrongdoing are little known within the radius of this ideal community because of the charm added to every common life through the instrumentalities we have named. Let us seek to instill into the mind of every growing child, rich or poor, great or small, the ideal of contributing something in the future toward such a social center and such general well-being as we have sketched in our plan. Let us train the boy on every possible occasion to do the fitting task and to know the fitting thought required for turning his higher sentiments in the direction named.

LITERATURE ON PREPARATION FOR ACTIVE SERVICE

Association Men. Y. M. C. A. Press, N.Y.

The Coming Generation. Chapter XXIX, "The Sunday School."

William Byron Forbush. 402 pp. D. Appleton & Co., N.Y.

Spiritual Culture and Social Service. Charles S. MacFarland, Ph.D. 222 pp. Chapter XIV, "The Culture of the Home." Fleming H. Revell Co., N.Y.

Education and the Larger Life. C. Hanford Henderson. Chapter III, "The Source of Power." 386 pp. Houghton Mifflin Co., Boston.

Studies in Character Building. Mrs. E. E. Kellogg. Pages 290 ff., "Spiritual Nurture." Good Health Publishing Co., Battle Creek, Mich.

Education and the Philosophic Ideal. H. W. Dresser. Chapter V, "The Spiritual Ideal in Childhood." 254 pp. G. P. Putnam's Sons, N.Y.

The Springs of Character. Alfred T. Schofield, M.D. 250 pp. Funk and Wagnalls Co., N.Y.

CHAPTER XXI

THE PREPARATION FOR SOCIAL SERVICE

FIRST acquire, then become, and finally serve. This is the true order of development of the man who comes to the fullness of all his powers. The boy starts out in life a savage young animal, greedily taking as his own all he can seize and crying for more. But by virtue of the rough-and-tumble processes of a well-ordered juvenile experience he gradually becomes a man with hand skilled to perform some worthy work in life; with mind trained to entertain courageous and ennobling thoughts; with heart disciplined through love and sympathy for his fellow man. At length, after many years of growth and learning, the man of power awakens with a new consciousness of his true place in the world and finds himself likewise a man of service.

UNFOLDING THE SOCIAL SYMPATHIES

The unfoldment of the entire latent worth of the boy calls for a carefully arranged program of social service. Unfortunately many good and promising youths are halted in their development at the time when they are naturally and necessarily engaged almost exclusively in grasping after and acquiring the material things of life. This retarded development means an imperfect adjustment to the better social and religious relations of human experience and an overselfish character as a consequence.

One of the chief purposes of this chapter, therefore, is that of attempting to point out the necessity of the purposive social service training of the boy. Let the reader

hesitate a moment and try to recall any considerable number of instances during his life when there was a conscious attempt either in the home or in the school to train the young in the performance of altruistic deeds. Was there not nearly always too much rushing to perform the plain rough duties of work and lesson getting to admit of any discipline in the higher refinements of social service? And yet, if we judge of character in terms of mere money-earning power, it pays to be social and sympathetic. The one who loves his fellow man, who is fond of his company, who is ready to lend a hand in time of need and willing to work on occasions in behalf of the public welfare — this man is better equipped for accumulating material wealth than if he did not possess these fine characteristics.

HOW TO GIVE THE INSTRUCTION

Altruism and social service begin in the well-wishing of the individual as he thinks of his fellow man, especially his near-by associates. Point out to the boy, therefore, the fact that practically all of those about him are trudging up the same steep highway of life — the same sun lights the pathway ahead for all and the same storms sweep over them; the same seasonal changes come alike to all and the same angel of death awaits their coming. Social sympathy is the fine descriptive phrase suggested as a model of instruction here. And after you have given your young charge a clear hint of the mighty sweep of the ages over the lives of all the race, bring him to observe the different individuals at work in their places. Any boy of average intelligence can be led to witness consciously the instance of an aged man forced by circumstances to remain too long at the post of toil, and to be sorry for him; this boy can be made to consider the dire distress of some tired and

careworn mother who must give her last ounce of strength over the washtub in order to feed her dependent children, and to think of means of relieving her; he can be made to feel in some degree the pitiful appeal of the blind orphan, and to offer his hand in appropriate service.

A puny, tired looking fourteen-year-old girl appeared in front of a good home and began to lift from her old delivery vehicle a heavy basket of washing with the intention of carrying the burden unaided to the rear of the house. A well-dressed, husky, twelve-year-old boy sat on the front porch of the house indifferently watching the efforts of the girl — a very natural thing to do for the youth of this age who might think himself "well bred." But was it not the right lesson in altruism to have the boy run to the assistance of the girl servant and help her carry the load to the back door, and later to remind him of the girl's overwork and fatigue? We learn to do by doing, and we learn to sympathize through the expression of sympathy.

WORKING FOR THE GENERAL WELL-BEING

It slowly dawns upon the consciousness of the well-trained youth that the world is not a thing intended merely for his private enjoyment, provided that he can make a raid upon it and take it by force or stratagem. He learns through the wholesome and necessary discipline of hard work and fatigue, of frequent pain and disappointment, of occasional suffering and sorrow, that the whole world is akin and that the good and the ill of one is somehow inwrought with the good and the ill of all. He learns — if you plan such lessons for him — that the statute laws are meant to restrain him from criminal rather than from immoral or sinful acts and that there is a higher law applying to sin and immorality. He learns

to understand the brutishness of the man who would poison the food of precious babies for the sake of pecuniary profit, and of the other one who as a legislator would barter away the people's inherent rights and privileges. He learns to detect the fiendishness of the man who would debauch the innocent youth of the land through the sale of intoxicating drinks and of his twin brother in crime who traffics in the virtue of unprotected girls.

But again it is declared that if your boy receives the right impression of all the foregoing evil practices, you will be compelled to point such things out to him very judiciously, showing him that these awful wrongs are as a rule the dark deeds of the wicked few who profit by wrecking the peace and happiness of the larger innocent class.

It is not enough for your son finally to become willing that the community remain sober and upright. He must be ready to assist in bringing about such an end. You can take up with your boy the actual case of a youth who was led by a vile, worthless man to take his first drink, and while intoxicated to commit a heinous crime; how the parents and other relatives of the young criminal suffered untold sorrow and remorse; how the home neighborhood became branded permanently with this iniquity. A thousand great volumes would not contain all the true records of this nation available as material of instruction. And then you can teach your son how by his voice, his vote, and his other public-welfare forms of endeavor he may help to obviate such calamities.

FORMS OF SOCIAL SERVICE

For example, you wish to see a library established in your town and you are engaged among the workers for the enterprise. Now, keep your young son in touch with your movements — allow him to attend the public meet-

ings held for this cause and to absorb some interest in what is being attempted. Perhaps your boy already has a sufficient quantity of good books at home. Then, you may contrast this plentifulness with the lack of juvenile reading in the homes of the masses and thus spur his enthusiasm in behalf of the common good.

Perhaps you have established a playground in a public place and the children from all directions gather there, at first in confusion, selfishly struggling for the places of advantage. You attend the place with your boy and — if fortunate enough to have such a person in charge — you have him observe how the wise play director requires every one to take his turn at the apparatus, none pushing or hindering, all obeying and helping. And then, you impress upon the youthful mind the important fact that the municipal playground is intended for all whom it can possibly serve, and that none must be preferred above the others.

Again you arrange a lawn party for your boy and invite in a large number of his chums. For this affair he is carefully reminded of his office as host and is made familiar with the detailed parts of his program. He is especially reminded that enjoyment of his guests is to be looked after, each one impartially and none slighted. He himself is to stand back, denying himself the privileges he seeks to accord to his guests, at least until all have been served. He is also to take the lead in providing ways and means for the games of the day. Thus through actual practice the habits of courtesy and of self-forgetfulness are acquired by the young.

DEEDS OF ALTRUISM

It is not sufficient that the young who are well housed and care-free be halted in their play merely long enough

to have their attention called to children who suffer for these necessities of childhood. True sympathy means suffering with, and to do this effectively one must himself make some measure of sacrifice. It is a strange truth that the cold-hearted, indifferent man is often the one who never suffered for anything in his youth. No matter how well born, or whose son he may be, if a growing boy always have his own wants satisfied for the asking; if he be full fed, supplied with many playthings, trained in the mastery of all his school lessons, allowed to go out much in company and acquire polished manners, taught to save his money and to deal shrewdly in business, disciplined in showing courtly deference to his young-woman friends — even though experienced and schooled amply in all these matters, he may be a hard-hearted bigot, deaf to the cries of the hungry and indifferent to the sufferings of the afflicted. The matter depends on whether or not he has been trained to meet such calls upon his sympathy.

Now, we must make this problem of teaching social sympathy and altruism clear, even if many repetitions are required to do so. The underlying idea here, and the one so often overlooked by the trainer, is that all valuable discipline is of a special character. Let us change the illustration for a moment. Suppose you wish to teach a boy to chop with an ax. You give him ample practice in grinding an ax, in making the handle and in adjusting it, in using a saw, a plane, a hammer, and a hoe. Then, you allow him to stand by for hours and watch others chop wood without giving him one stroke of practice in chopping. How much have you trained him to chop? Only a little at best. The work with the hammer and the careful watching of the others in the act of chopping has given him a small amount of readiness to do this simple work. However, he will still be amusingly awkward at

the first trial, and nothing but actual practice in doing this particular thing will ever give him even ordinary ability to do it.

So with altruism. It cannot be bought, or acquired secondhand, or even obtained at a bargain counter. Its mainspring of action is the emotion of sympathy, but this fine feeling comes to one in its unadulterated form only at the expense of suffering and sacrifice on his own part. So you may take your boy about in an automobile to the places of the poor and suffering of humanity and have him look in on their degradation and misery, have him say he is sorry for them, and even request him to toss them a liberal amount of money unearned by himself. With all this you have taught the boy about as much true social sympathy as the assumed indirect chopping lessons taught him to chop.

It is left to the reader to decide whether or not the lesson is worth the price, but the following is suggested as one road over which the youth must travel in order to acquire true social sympathy and sufficient strength to prompt him to act effectively.

1. Train him from early boyhood to stay persistently at his post of duty even for a while after he has become fatigued and tired of the task.

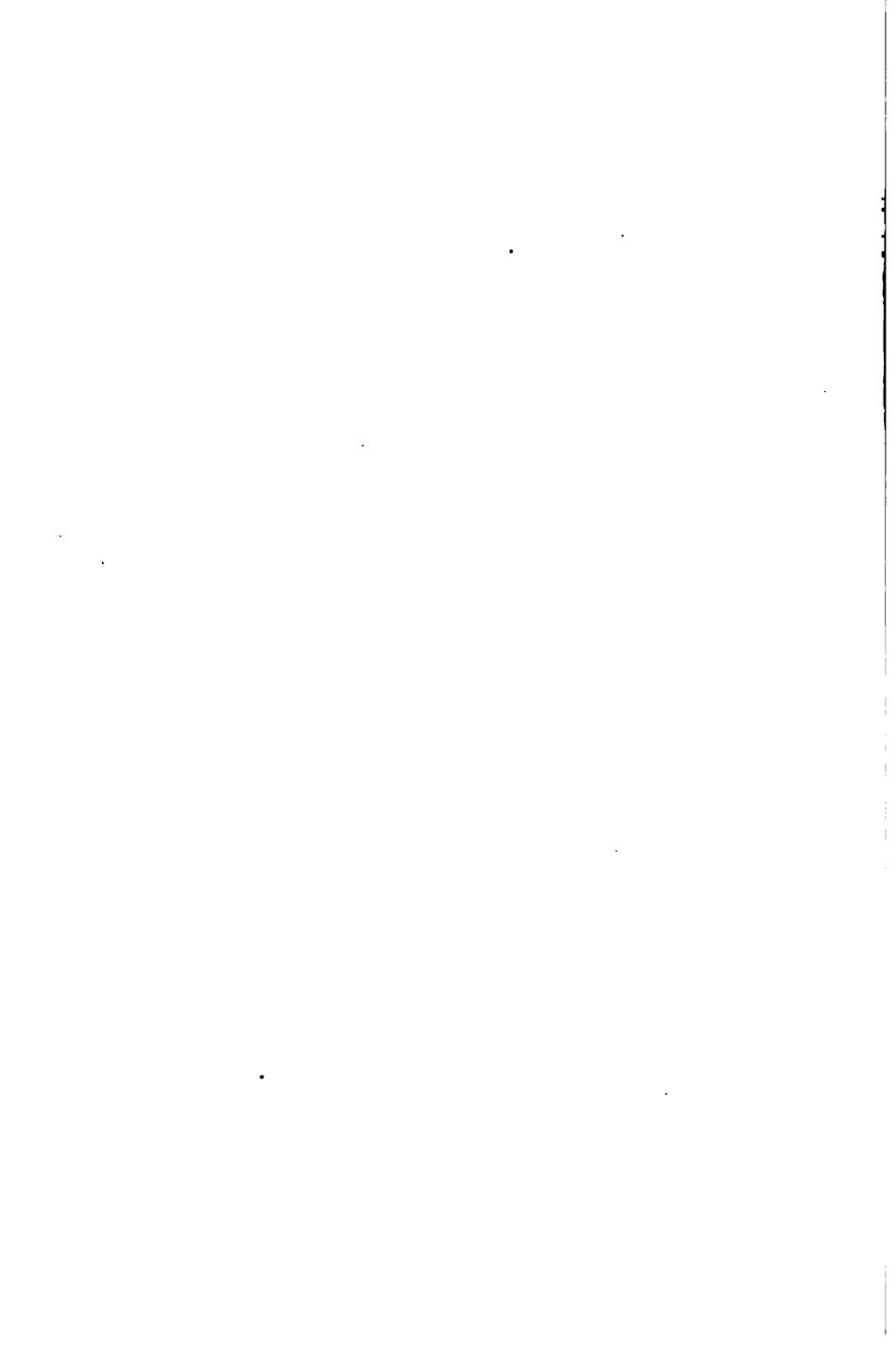
2. Let him find out through actual experience what it means to long intensely for a thing or a place of preferment and not have that longing satisfied until such satisfaction has been earned by his own worthy efforts.

3. No matter how wealthy you may be, hold the boy upon the appointed tasks — not make believe, but real work — until he is able to earn a living at some kind of honorable industry. He should reach this achievement at about fifteen.

4. Do not invite illness for the sake of his discipline,



FIG. 37. — The man who can successfully conduct such a camp as this is both a leader and a teacher of boys.



ceive his full share of its pleasures and its benefits, he is also to be taught to contribute his part in making the home life the best possible place of abode for all. There is especially a tendency toward over-helping and spoiling the single child in the home. Perhaps one of the greatest advantages of the larger family, so far as the children themselves are concerned, comes through the fact that there are too many to be spoiled or be cared for with undue attention. It is perhaps to some a disheartening scene to look in upon; namely, that of a family of five to ten small children romping and tumbling and throwing things about the house in utter confusion. To the mother there is often much despair and life-sapping worry and concern. But one especial advantage is to be observed in such a situation; that is, the children are all learning to do for themselves, to perform their own part and to act independently. After all, the turmoil and confusion of a large family of small children is the source of a vast amount of permanent discipline and training for the future of such children. The learning to do many forms of small service for themselves, the practice of aggressiveness, and the many occasions of self-denial and standing back in line for their turn,—all these constitute the schooling for life.

So, if the number of children be few, the helpful give-and-take experiences outlined above will not be forthcoming. The only substitute for them will be that of directing the children to do their own part. And in order to suggest some means whereby to train the boy to appreciate his helpful relation to the home life, the following statements are offered:—

1. Require the boy very early to perform some little childish duties. For example, a two-year-old may be required to put away his playthings, a three-year-old may be asked to bring a drink of water to his mother who

sits at the sewing table, a four-year-old may be sent on frequent errands to different parts of the house or to the next-door neighbor's, and so on up the scale.

2. Keep bringing to the small boy's attention the fact that somebody is working and sacrificing in the interests of a happy home life. He prefers to play all the time. You may perhaps show him that some member of the family is working practically all the time.

3. Go over with the young son a list of the home advantages he enjoys. He has playthings, books, food, clothing, shelter against storm and enemies, and so on. Compare his favorable situation with some poor orphan boy who perhaps lives in a dry goods box in the alley.

4. After the young learner has acquired some appreciation of the blessings that are his, ask him to suggest what he should do to be worthy of them. You will be pleased at his answers as he goes over, item by item, the service tasks that he might think of performing in justice to the situation.

5. After imbuing your son with the thought that his life has a reasonable share of home comforts, then make it clear to his mind as to his contributing and personally sacrificing in behalf of his well-being. The idea is to make him thankful for what he has and also especially grateful to the individuals who are making such blessings possible.

6. Now, you have the youth in the right attitude of mind for his conscious participation in the practices that make the good home a reality. You, the father, indicate precisely what he may do to relieve his mother of some of the home burdens. He lifts the heavy load for her on this occasion, gathers up the things strewn about the house on that, and manages his own playthings and belongings in such a way as to give her the minimum of work and

worry. Thus he slowly learns to serve as well as to be served, to share the burdens as well as the pleasures of his well-ordered home life.

THE BEGINNING OF DEFERENCE TO WOMEN

Men who are selfish, overbearing, and seemingly thoughtless in the treatment of their wives, their sisters, and other women, are so chiefly because of a lack of training. If you wish to trace these forms of wrongdoing to their actual source, then go carefully into the biographies of the men who perpetrate them. For example, if you witness the fact that a man thoughtlessly helps himself and consumes the best that his home table has to offer; that he gives little or no attention to the protection of his life companion against drudgery and overwork; that he works fewer hours with less arduousness than she does and still turns over to her the additional heavy responsibility of the home training of the children; that he is thoughtless and inconsiderate as to affording her a full share of the family income, the home comforts, and the occasional outings — then, you may be certain that this man was simply spoiled in the making. Some thoughtless mother overshielded him, babied him too much, required him to share in childhood none of the duties and responsibilities of the household and thus led him into the habit of taking many times more than he gave. If such has been his life history, then such he will continue to be, notwithstanding his repeated love-making protestations of protection and care of his wife to be.

We men nearly all agree that special considerations should be shown to women on every occasion. Peculiar sex differences give us this opinion as an inheritance from our natures. Unquestionably there is a good and reasonable code of manners relating to the considerations of

women and girls, and every growing youth should acquire this code. But he will not take it up voluntarily or master it without thoughtful direction on the part of some one. So the parents are rightly to be considered as his teachers and advisers in respect to this thing.

Hitherto we have urged that boys should be permitted to participate briefly in quarrels and contentions. But it is probably fair to say that the wishes of the little sister should be deferred to early by the brother on account of her sex. He is to be taught to think of himself at times as her strong defender and youthful protector. He can easily be shamed out of any rough treatment he may accord her and be reminded that he is to yield to her wishes more than she is to yield to his, especially in certain matters. Not infrequently the seven-year-old boy will be caught in the act of mistreating girls, even to the extent of throwing at them and slapping them. Such an occasion furnishes the right opportunity for instruction. There may be developed among comparatively small boys the sentiment that it is babyish for them to exercise their combative propensities in dealing with young girls.

THE YOUTH AND HIS SISTER

At the beginning of the adolescent period the typical youth tends to show bashfulness and embarrassment in the presence of girls and women and is probably for a brief time unusually inconsiderate of his mother and sisters. The parents need not be surprised if the fifteen-year-old shows a disposition to hide out from the company of his sisters and to be indisposed toward showing them due courtesy, such as accompanying them about the town, and the like. Indeed, it may be safely asserted that such a boy, for a brief time, cares more about everybody else's sister than he does for his own.

Now the cause of this youthful disposition to quit the company of mother and sister is easily fathomed. In fact, the fifteen-year-old youth most probably absents himself from the company of nearly all the members of the home circle. He expects them to make light of his new-found instinct of being in love. They, above all others, are in position to speak familiarly to him. They know all about his boyishness and are certain to compare his very youthful ways with the new manners and mannerisms of adulthood which he is now for the first time attempting to affect. He believes that the home relatives will discern his awkwardness in playing this new rôle and will ridicule him. Outsiders, however, are more inclined to accept his new code of courtly manners at their full worth. He is now "Mr. So-and-So." He is ashamed to have any one address him thus in the presence of the home members, but is delighted with such a manner of address when coming from others.

Right here, by the way, is a critical turning point in the life of youth. Parents and brothers and sisters should hide their evidences of merriment when somebody in the presence of them all addresses the young fifteen-year-old as "Mr. So-and-So." They should act as if they believed every word of it. In fact, just as soon as every member of the family circle will seriously accept this growing youth as "Mr.," and will take him into full membership as such; then, he will come back home in every sense of the word and become a sympathetic and enthusiastic participant in the best things for which the home life stands. Take him back by all means. Allow strangers to address him in manly terms. Watch him straighten up and play the part. Divine his inner thought and note that he is filled with resolutions to be a real four-square man and thrilled with imaginings as to the worthy personage into

which he may develop in the future. By all means "Mr." your young son as soon as he is entitled to this new manner of address. Talk with him seriously about his social affairs, interjecting not too pointedly your opinion of this one and that one among his social companions and your judgment as to this or that thing which they have done in their youthful practices. Thus you save the boy from a life of hiding out and slinking away in search of those who really do sympathize with his point of view, and at the same time you draw him very close into the home circle and place him in a position wherefrom you may direct him towards better and higher things.

In time the relations between the brother and sister may become both beautiful and mutually helpful. They learn to sit together during many a quiet hour and with perhaps the other members of the family present, to discuss in a sympathetic way each other's social affairs, one furnishing precisely what the other needs in order to find a most helpful social life. And then, as a means of sealing a still closer bond of companionship and affection between the brother and the sister, and among all the members of the home circle, books may be read and reviewed together and some form of home musical entertainment may be sought. As we older ones recall those dear bygone days of our childhood, we are never forgetful of the home stories, the good books, the evening hours spent together in song or in listening to the musical instrument. In fact, all such matters are worth far more than their expense as a means of making the home a delightful and attractive place of abode.

LITERATURE ON PREPARATION FOR HOME LIFE

The Contents of the Boy. E. L. Moon. Chapter X, "The Boy and the Home." 300 pp. Jennings & Graham, N.Y.

- Home Problems from a New Standpoint. Caroline L. Hunt. Chapter IX, "New Work for the Home." 145 pp. Whitcombe & Barrows, Boston.
- The Spirit of Democracy. Charles F. Dale. Chapter XXVIII, "Democracy and the Family." 435 pp. Thomas Y. Crowell Co., N.Y.
- Practical Idealism. William D. Hyde. Pages 166 ff., "Relations of Members of the Family to One Another." 334 pp. The Macmillan Co., N.Y.
- Heredity in Relation to Eugenics. C. B. Davenport. Chapter on "The Inheritance of Family Traits." 300 pp. Henry Holt & Co., N.Y.
- The Delinquent Child and the Home. S. P. Brockenridge and Edith Abbott. 300 pp. The Survey Associates, Inc., N.Y.
- Home Engineering. A Series of Letters. *The Survey*, Vol. XXIX, No. 2.
- The Boy and his Gang. J. Adam Puffer. 225 pp. Houghton Mifflin Co., Boston.
- The Betterment League Magazine*. Monthly. New York.
- An Experiment Station in Race Improvement. Frances M. Bjorkman. *Review of Reviews*, Vol. XLIV, No. 3, p. 326.
- The New Basis of Civilization. S. N. Patten. 12mo. The Macmillan Co., N.Y.
- Social Aspects of Education. Irving King. 380 pp. The Macmillan Co., N.Y.

CHAPTER XXIII

PREPARATION FOR MARRIAGE AND PARENTHOOD

THE love passion is the greatest human force in the world to-day. By it in the past great thrones have been made to totter and fall, while mighty monarchs have been crowned and uncrowned at its behest. Mightier still is the effect of this persistent energy as it issues forth from the great heart of common humanity. Unrestrained or misdirected, it has added to its lists an endless array of crimes and causalities, while through sane and intelligent guidance it has accomplished the subtle transformation of millions of human lives. Yes, love rules the world to-day and not less effectively than when primitive man wooed his helpmeet in the Garden of Eden, or when the Peasant Prince humbly walked in Galilee and pointed the way to the heavenly existence. Were it not for this splendid agency, the family, the greatest institution of all civilization, could not exist.

And yet mark one thing: As has been urged before, *Love in its original form is a blind instinct*. Although the most potent and the crowning glory of all the human qualities, it may lead its victim into erroneous acts unless he be guided by the light of intelligence. It is a singular situation that some of the most persistent human instincts — which in primitive times aided so strongly in keeping the race alive — now perform their best service to man only under the aid of intelligent direction.

"LOVE WILL FIND A WAY"

"Love will find a way" is a saying which we are fond of repeating. So it will! But if we can throw some light upon its path ahead by means of thoughtful study of the ground over which it is to pass, its very important service may be rendered much easier and more successful. As a warrant for offering to discuss the question of training young men for marriage, we have but to refer again to the divorce court records of the country. About 8 per cent of the marriages are so radically faulty that divorces follow, to say nothing of the many remaining instances of an unhappy marriage which never finds a solution in legal separation. An analysis of divorce proceedings shows that in the majority of cases the man is either the chief offender or the plaintiff in the suit. We must also have in mind his position as aggressor in bringing about the marriage. All this leaves us without possibility of denying the fact that tens of thousands of men of this age are blundering in their efforts to select a suitable life companion. And it gives further evidence in support of the theory that the uninstructed love passion is as blind and helpless in the case of men as it is in the case of women.

It is interesting also to observe the gradual change that comes over the mind of a man who delays the day of his marriage until mature life. The ordinary promising youth of twenty who has at hand the means and the opportunity is likely to propose marriage to the first decent-appearing young woman who comes into his company and shows willingness of assent. But as time goes on, he gradually becomes more and more difficult to please as he contemplates the choice of a helpmeet. In other words, he is constantly acquiring experience and is maturing his judgment of human nature, especially feminine

nature. Singularly enough, after a score of years of "getting ready to marry and settle down" many a man who once would have taken almost any ordinary young woman who came by chance into his company, now goes about looking for a veritable angel on earth. Of such we are wont to say that "he is cranky, and nobody is good enough for him."

HOW INSTRUCT YOUNG MEN FOR MARRIAGE

So the question arises more pointedly, In what specific ways can we train and instruct the growing youths so that when sufficient maturity is reached they will be reasonably prepared for making a wise and happy choice of a life companion? The author is aware that many may radically oppose the very idea of studying such a question and look with extreme disfavor upon any proposal to discuss it seriously, but he is just as firmly fixed in the belief that we have before us for consideration a problem which society must answer, and that the solution of it will lead us far along the way toward the establishment of ideal conditions in the life of the home.

After consulting the records of the various institutions for the care and correction of orphan and delinquent children — and these institutions contain to-day upwards of a hundred thousand beautiful young specimens of humanity — we are led directly to one great source of supply for the inmates of such places; and that is, *the broken home*. In the majority of cases this means a failure in the choice of a life companion. After giving the matter due consideration, it seems strange indeed that we should be so slow to heed the piteous cry of the outcast, the abandoned, and the neglected children. Strange to say, their little broken bodies, pinched and starved and underdeveloped; their warped and well-nigh blighted moral lives; their

utter helplessness and innocence in respect to the cause of their unhappy state, have not led us long ago to a careful inquiry into the question of how good and bad marriages come about. Even more pathetic is the undeniable fact that millions of promising infants are still being cut off, ruthlessly slain, before their time. If the Angel of the Lord should pass through this fair land of ours, and after having viewed this piteous spectacle of the sacrifice of so many innocent beings, should ask the question, "Who slew all these?" it is feared that the responsibility could be traced not alone to the door of the blundering parties to the marriage contract, but also to the door of this great commonwealth.

However, it is our sincere belief that a better time is dawning, and that our splendid and progressive society will gradually develop a method whereby to prevent and counteract such character-destroying blunders as are to-day being perpetrated at our unsanctified marriage altar. So, we may raise the question, and that in all seriousness, Just how should we proceed to advise, train, and instruct growing young men as preparatory for the successful selection of a good and worthy life companion? That is, Just what should the young man be trained and instructed to look for in a prospective bride?

PHYSICAL QUALITIES

The strains upon motherhood are so great as to tax the strength of even the soundest feminine physique. It is therefore fair to assume that the young man who goes out seeking a wife should have some thought of the physical health of the possible object of his choice. While the expert judgment of the trained specialist may not be reasonably thought of here, nevertheless, there are certain clear marks of physical deterioration which any ordinary

young man may be trained to detect either directly or indirectly. No man desires to marry a woman contaminated with the organisms of some infectious disease, and yet many doubtless do so through ignorance. Likewise there are consummated many other marriages which bring together persons who are victims of some insidious congenital disease. Either of these forms of ailment is almost certain to lead to serious consequences — to disturbance of the peace and happiness of the home life and even to deep and permanent interferences with the problem of childbearing. Now it is our contention that the physician and the other experts may make out a list of the signs and conditions accompanying the diseases named above, and that these simple matters may be set forth in the ordinary school or home textbook on health and sanitation. Such a procedure would bring the question here discussed consciously to the attention of the ordinary youth before he became old enough to cast about for a life mate.

No serious or well-meaning young man enters the marriage bond without the thought and hope of having children in his own home. Too much care, therefore, cannot be exercised in this all-important duty of selecting a good mother for his children to be. Yet singularly enough, many well-meaning people are inclined to laugh this matter off as a mere joke. What, aside from sheer ignorance, would ever induce a strong and well-meaning young man to make a proposal of marriage to a young woman who is lacking in the maternal instinct? What substitute can possibly be thought of as being sufficient to compensate him for the loss which such a thoughtless venture would entail? There is perhaps less possibility of giving the ordinary young man definite instruction in respect to the maternal qualities that may and may not be instinctive

in the young women of his acquaintance. Nevertheless, it may be found worth while at least to forewarn him against a fatal error.

MENTAL QUALITIES

There is unquestionably a possible compatibility of natures. It seems nonsensical to urge that certain persons of one sex are divinely ordained for companionship with certain persons of another. Many a foolish young pair have started life together under conviction of this belief and have finally discovered to their extreme sorrow that their union must have been instigated by some demon of the infernal regions. But on account of inheritance and tradition and similarity of training, certain lives are doubtless best suited for companionship with certain others of the opposite sex.

There are certain objectionable mental qualities that are proved to be inheritable. For example, there has never been known a case of two feeble-minded parents producing a normal-minded child. One clear case of feeble-minded ancestry has been known to leave behind through inheritance a line of descendants many of whom possessed a greater or less degree of imbecility. It should be known to every young man, therefore, that it would be a hazardous venture for him to marry a woman who has any taint of insanity or feeble-mindedness in her blood, although she may at the time possess every appearance of a normal mentality.

On the positive side, the young man ought to desire in his life companion a degree of seriousness of purpose as well as steadiness of character. He may seek to find in her a certain power and independence of mind and a certain degree of aggressiveness and mature initiative. If she be habitually a reader of a poisonous type of literature, he may expect some sort of trouble to follow. But

if she be studious, fond of wholesome reading, and something of an interpreter of current affairs, he may mark such matters as most favorable indications of worth.

SOCIAL QUALITIES

It is within the social circle that the young man will have the best opportunity to make a study of the characters of the young women whom he knows. The examination of a long list of cases indicates that the man and woman who marry should be of about the same social rank. By this we mean in particular that they should have been trained in about the same sort of public school, disciplined in about the same quality of home, imbued with many of the same sentiments and traditions, and guided by practically the same social and religious ideals. Statistics will doubtless show that where one couple differing radically in social conditions and preferment have lived contentedly together, ten have failed in some degree so to do. It is also shown that comparatively few of those who have radically different religious training and preference will find permanent satisfaction in each other's companionship. It is futile for either to think that the other is willing to lay aside a lifelong habit of social or religious conduct after marriage and to take up a radically different one in its place.

The worthy young man who seeks a life companion of like quality will find it much to his advantage to call to his side a young woman who possesses a constructive social purpose. That is, if she be found engaged in attempting to strengthen or build up some weak place in society, if she manifests habitually an interest in the social well-being and tries to do her part in the work of social improvement, she thereby exhibits a most favorable indication of worth as a home maker.

DOMESTIC QUALITIES

The young man had better be taught early to shun the enticements of the young woman who talks disparagingly about home life. If he be a serious-minded person with a career of his own to make, he had better avoid a lifetime alliance with a young woman who has had no training in the performance of ordinary home work, and who indicates a determination to avoid the plain and simple duties of home building.

There has just been ended a pathetic life history. More than forty years ago a well-meaning, serious-minded young man married an attractive, vivacious young woman, possessing many desirable qualities but lacking in instinctive fondness for the home life. During all these years she has been crazed with a desire to shine at some place away from home. She has kept her husband constantly in the treadmill of toil and worry, and although he has always had a good income, she has always kept it spent far in advance of the date of the receipt of his monthly pay checks. The harder he worked, the more she was enabled to shine in the social world. But a day of reckoning came. Old and decrepit, no longer able to earn, he turned his face toward a home for aged men of his class and left her stranded on account of the failure of the family income. The story need not be completed, as its kind may be witnessed on every side. But it may be said in truth that this man, like thousands of others, failed for the one simple reason, that he did not know how to judge as to the qualities in women desirable for a successful life mate.

Now that our age is becoming more enlightened and the problem of a better race is becoming more and more consciously to be thought of, it is altogether reasonable

to urge that the young man be trained from early life in respect to the foregoing matters. Not only recognition of the rights of a husband and of the other members of the family, not only the qualities of home industry and steadiness of purpose, but also more intimate knowledge of how to train and direct little children, more knowledge of how definitely to bring happiness into the home rather than to take it out of the home,—it is reasonable to urge that these qualities be looked for by the young man who casts about among the young women of his acquaintance for one who will faithfully walk at his side and cheer him on his way and unite with him in his efforts to uplift the race of men.

THE SACREDNESS OF PARENTHOOD

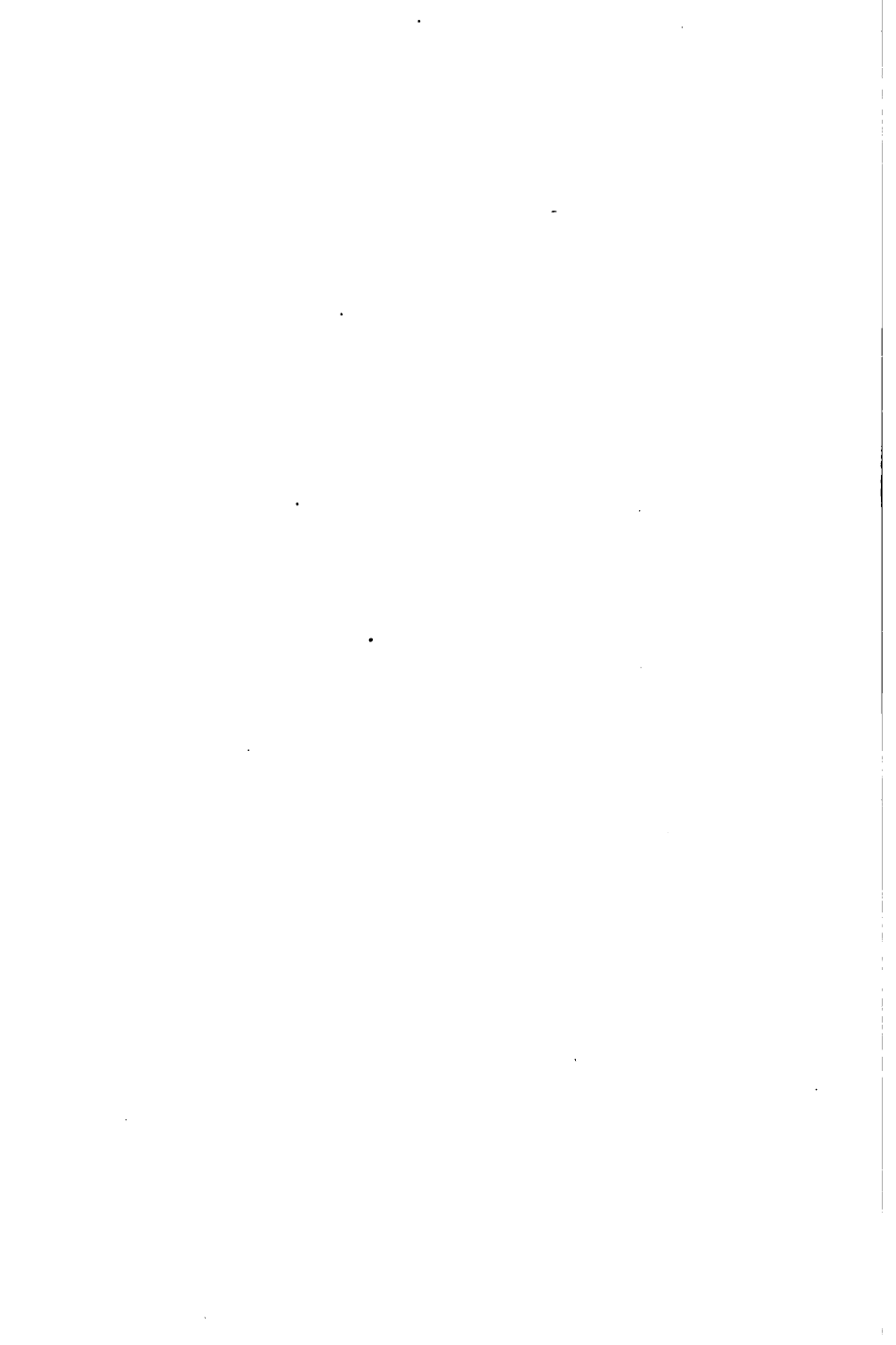
It is not an easy matter to induce young people during the courting period to look to the time when they will probably assume the sacred office of parenthood. And yet, how many unnumbered human difficulties — sorrows, disappointments, and heartaches — could be successfully obviated were there a law requiring that every prospective bride and groom pass a creditable parenthood examination before the marriage ceremony is performed. Such a legal enactment, now being tried in some of the states is probably not far in the future for all; as the signs of the times indicate a slow gradual approach to this much needed reform. After marriage it is too late to expect men and women to become adequately informed on this important subject. The foundation for such knowledge might at least have been laid in the homes in which they grew up as young people.

The earth can well support a dense population of highly enlightened people. The vagrant, the criminal, and the degenerate are a heavy and expensive charge upon the



FIG. 38. — They raised these potatoes themselves, and thus learned a juvenile lesson in providing for the home.

PLATE XXXIII.



incomes of the worthy classes, but a well-trained moral and industrious man or woman puts more wealth into the world than he takes out of it. There comes to every normal person sooner or later a strong desire to be the parent of some good children. There will at least come no harm to the youthful son if he be reminded of the fact of this universal human passion, and if he be forewarned as to its most serious and sacred obligations. He may be told that when this inner call to parenthood comes to one, there is no substitute fully adequate to satisfy the passionate desire. He may be told about the pathetic situation of those who approach old age and death without an heir to their name and estate, — from loss of all children, from barrenness, from enforced celibacy, — of how some seek to obviate this disappointment through the adoption of children, and the like.

RESPONSIBILITIES OF PARENTHOOD

But by far the most profitable training for parenthood results from the parent's taking up and considering with the son, early in the latter's life, the many problems that relate to his well-being. For example, he wishes to avoid work and cites the instance of a neighbor boy of his own age who is required to do nothing but play and have a good time the whole summer through. This issue must be carefully met. The idle boy seems just at the time to have the advantage. He is sleek and well fed and happy, appearing to have all that a youthful heart could crave.

Explain to your doubting young son that you have a full plan for making him a good and useful man — that this program calls for training in industry to the end that he may become master of some kind of work and a prosperous, efficient citizen. Cite to him instances of youth-

ful idlers who became permanently shiftless and worthless, who later became charges upon the community and bitter disappointments to both their own people and themselves. Cite instances of other parents who, like his own, are holding their boys to a reasonable schedule of healthful training, and have him compare notes with these rather than with the idle ones. He will soon learn to respect the better ones and to give careful attention to the manner in which their parents are directing them. Thus he will pick up many items of information about worthy parenthood and such as would never appeal to him did they not come out of the living experiences of a respected companion. If this matter of the respectability of work, honesty, and of the other reasonable requirements be observed during the boy's growing years by his moral and spiritual adviser, there is no doubt about the young man's coming to the sacred office of parenthood with an increased fund of most practical knowledge pertaining thereunto.

PSYCHOLOGY AS AN AID

It will prove a most fortunate circumstance in the life of any young man anticipating marriage and parenthood if he is allowed the privilege of pursuing the study of psychology. No other study even approaches this one as a fruitful means of understanding human nature in all its forms and phases, including child development. However, it is usually impracticable for the ordinary young man to take up this study without the aid of a teacher. A few can do this successfully, but not many. The only reasonably successful substitute for the class instruction is that of the correspondence course — an advantage now offered by a few institutions. In case there be made a serious attempt to pursue the study of psychology out-

side of the classroom, it will be advisable to take at first some texts which popularly apply the subject to everyday life rather than to attempt to master the technical treatise. Some popular texts will be listed at the close of this discussion.

The chief value of the study of psychology — aside from its important function of informing us as to how the human mind knows and grows — is that of investing the individual with a broad and universal interest in race development. His sympathies are not only deepened, but his confidence in the inherent worth of humankind is also greatly strengthened. But we come upon the distinctive value of psychology as a study of the prospective parent only when we observe how markedly it intensifies one's fondness for children and his own desire to be in their presence. Other things aside, the ablest parent is the one who loves his own children most of all and exercises the best of his care in their behalf and who, in addition, experiences a genuine interest in the well-being of all children and desires and works for the improvement of them all.

OTHER HELPFUL SUBJECTS

The human welfare subjects are rather slow to make their appeal to the interest of young men. Young women take them up more willingly. But if there is kept within reach of the youth some popular dissertations on such subjects as sociology and social ethics — also some of those books that may be listed under the head of eugenics, or race breeding — he is almost certain to acquire a fondness for their subject matter. Such excellent magazines as *The Survey*, *The Outlook*, *The Playground*, and the *Child Welfare Magazine*, if kept lying upon the home reading table will soon attract the eye of the ordinary young

man and later will acquire a strong influence upon his attention and thought. Now, such literature as the foregoing furnishes the content of a most excellent course in preparation for parenthood.

A SUMMARY

So to sum up the whole problem of training for parenthood, we find that — to have lived a good life and to have been made conscious of the justification of all its important acts; to have been led into habitual study of the ways of human nature both through the observation of people and the study of works on psychology; and to have become fond of children, patient in dealing with them, hopeful of their future, intensely interested in their welfare — this constitutes the ideal attitude of mind of the man who is approaching parenthood.

LITERATURE ON PREPARATION FOR MARRIAGE AND PARENTHOOD

- Whom One Should Marry and Why. C. Easton Williams. 429 pp. *Physical Culture Magazine*, Vol. 27, No. 5.
- Lame and Lovely. Frank Crane. 215 pp. "Essay: the Love of Woman." Page 35.
- The Coming Generation. Chapter XI, "Eugenics." William Byron Forbush. 402 pp. D. Appleton & Co., New York, N.Y.
- The Heredity of Richard Roe. David Starr Jordan. 165 pp. American Unitarian Association, Boston.
- The Homiletic Review*. Special Articles on Marriage and Eugenics. Vol. LXIII, Nos. 1, 11.
- Parenthood and Race Culture. C. W. Saleeby. Chapter VIII, "Education and Race Culture." 396 pp. Moffat, Yard & Co., N.Y.
- The Century of the Child. Ellen Key. 200 pp. G. P. Putnam's Sons, N.Y.
- Eugenics. C. B. Davenport. Chapter I, "Fit and Unfit Matings." 35 pp. Henry Holt & Co., N.Y.
- The Nobility of Boyhood. Robert N. Wilson, M.D. 77 pp. The John C. Winston Co., Philadelphia.

Preparation for Marriage and Parenthood 347

The Young Man's Affairs. Charles R. Brown. 12mo. Thomas Y. Crowell Co., N.Y.

The Right of the Child to be Well Born. George C. Dawson. 12mo. Funk and Wagnalls Co., N.Y.

Farm Boys and Girls. William A. McKeever. Chapter XVI, "What Schooling should the Country Boy Have?" 326 pp. The Macmillan Co., N.Y.

CHAPTER XXIV

PREPARATION FOR THE RELIGIOUS LIFE

THE author of this volume is a Protestant and a member of the Congregational Church. If he had been born and reared among the Catholics, he would have doubtless been now an active member of the Catholic Church; if he had been born and reared a Hebrew but with precisely the same as his present inheritance of physical and mental qualities, most probably he would now be among the "strictest of the Jews." So if you should take any number of infant children and separate them brother from brother in each case, putting one in a strictly paganistic family and environment and the other in a strictly Christian family and environment, — if you should do this with as many pairs of brothers as seems necessary to make an extensive test of results, — in the great majority of cases each individual adult man would be found either secretly or outwardly an adherent of the religion under which he was reared.

ALL THE RACE INSTINCTIVELY RELIGIOUS

If the foregoing is a fair statement of the case, it is most significant. It implies that the form of religious practice of the man is almost wholly a matter of training and environment, while the mere fact of religious belief is a matter of instinctive disposition. Religion is as old as humanity itself. It is manifested in some form among all tribes and peoples under the sun and apparently has been ever since the race began. You may as well expect the people to cease loving as to expect them to cease

worshipping. Human nature varies widely, both in respect to native inheritance and intellectual development. Hence the necessity of a great variety of religious forms and ceremonies. Some will naturally be drawn to a religion that allows for quiet reflection and poise of spirit, others will find deepest satisfaction in a religion that expresses itself chiefly in rites and conspicuous ceremonies.

So, it is contended that every human being has as much inherent right to have his religious nature developed and given adequate forms of expression as is the case with his other instincts, — for example, the social. The growing boy who is denied all forms of religious opportunity thus suffers a cutting off of so much of the unfoldment of his true nature. He may develop into a very good man, but he cannot become a *whole* man. The father whose religious instinct was smothered out or atrophied from lack of early concrete expression is hereby urged to try the harder to see that his son is not also thus hampered in making a full and complete development.

PRE-ADOLESCENT BOYS NOT RELIGIOUS

Until the dawn of the adolescent period of life no child is religious in the sense that he experiences true religious desire, feeling, and insight. Like the instinct of sexual love, the instinct of religion may be made precocious by crowding the child forward beyond his years into activities not at all prepared for by the yet undeveloped inner nervous system. Wholesome sexual love is based wholly on certain organic developments and inner nerve growths. So with true religious belief and feeling. The nerve connections must be there to support either of these. And, like sexual love, religious belief is a pale, sickly thing if forced upon a mere child.

Now let us not be misunderstood here, but rather state

the intended position at once. Religious training is quite as necessary for pre-adolescent children as it is for youths, but in case of the former it must be dogmatic and mechanical. In case of the latter it must take the form of instruction and guidance of a strong inner prompting. It is therefore helpful to have the small boy learn his prayers, his scriptural verses, his Sunday school lessons, and his religious songs. He will ask who God is, and who made the world, and how every noticeable thing in the heavens above, the earth beneath, and the waters under the earth got their original form. And you — if you understand the real nature of his childish questioning — will answer him with that readiness and air of certainty which suggests that you have the final word on all of these inquiries. So, a short, dogmatic answer to the boy's religious and philosophic questioning will entirely satisfy him for the time being and send him away happy to his juvenile activities.

It is entirely uncalled for and unfair to force the pre-adolescent boy to a serious contemplation of the meaning of life and future destiny. He is in no true sense ready for such considerations. You may scare him into being a good boy by insistent threats of divine displeasure and punishment, — stating also that the "bad man" will get him, and the like, — but time will prove that you are thus doing him a genuine evil, for most probably he will discover that you were merely playing a trick on him in order to frighten him into good behavior. As a result he may turn his back upon all religious teachings at the very time when his inner nature is ripe for a harvest of good deeds.

THE REAL RELIGIOUS AWAKENING

Thus, one may go on during the pre-pubic age teaching the boy the mechanical religious practices that his childish



FIG. 39. — The able leader of the Junior Y. M. C. A. boys is at once a teacher of industry, athletics, morals, and religion.

nature seems to demand, as suggested above. And then, sometime during the middle "teens," when the true revival does come welling up from within his being, he will be already familiar with the religious acts necessary to give expression to his new feeling.

But before proceeding further, let us understand as fully as possible the meaning of the religious awakening which naturally comes to youth. When the boy is about fourteen or fifteen years of age, his sex instinct, hitherto normally quiescent, begins suddenly to force its new flood of energy into everything he does and thinks. He now becomes tremendously interested in other people in general and in young girls in particular. His interests in life are all strongly saturated with the new social disposition; for such this sex awakening proves to be in its outward expressions. The youth is now "crazy about the girls," as we say. But he is also philosophic. Who is *he*? and Who is *she*? and Who am *I*? Who is fond of whom? and Who desires to go with Whom? and, How can I appear to advantage before all, especially a certain young girl friend? The foregoing questions surge through the mind of the youth, and for a brief time overshadow all others in seeming importance. *He is swept through and through with a burning desire to be a worthy person in the sight of all.* And there is nothing too expensive for him to sacrifice, — as he sees the situation, — in an effort to become worthy of favorable public opinion.

Now, at the foregoing stage of the normal development of youth there is another vastly important and wholly natural step to be taken. His ardent desire to be worthy meets a new problem as he contemplates the personality of the Deity. Here to him is an All-Seeing Eye, whose discernments must be favorably met. Can he satisfy this strange demand, as something in his new-found emotional

nature tells him he *must do*. Most certainly he should be assisted in every reasonable way to meet this great issue of his life. Some one who knows well how the adolescent consciousness naturally reaches out for higher spiritual satisfaction and peace should now be the youth's teacher and guide. His instruction in mathematics, in language, in physiology, was nowise more important than this religious teaching, and none of those branches more insistently demanded an able teacher.

GUIDING THE YOUTH RELIGIOUSLY

We now recognize one of the best purposes of the dogmatic religious instruction and the mechanical religious practice suggested as constituting the right program for boyhood; namely, in order that when converted religiously the youth might have these forms already acquired as habits to be made use of in developing a true religious character. The conversion that comes normally to the adolescent boy is a most stirring event. The probability of his being guided aright and of his permanent practice of a wholesome religious life will depend partly upon how much embarrassment it will cost him. Such a young man, who has never even attended Sunday school and who has become accustomed to none of the religious ceremonies, experiences extreme awkwardness in expressing his newly found interest and will most probably be shamed out of it all in the presence of those who have known him intimately as a very different sort of person. So it may be stated as a rule that the less the new convert has had of the mechanical religious practices of childhood, the more personal guidance and encouragement he will need to keep him going successfully upon the way of the higher life.

It is not the purpose of this book to attempt to assist in the choice of a church or a form of religion for the boy.

While the author believes that certain forms are preferable to others, he urges all to follow their own inner guidance in the matter. Whether Jew or Gentile, whether Catholic or Protestant, whether Christian Scientist or Latter Day Saint, — it is intended that the discussions and suggestions herein offered shall be broad enough to fit all these and other representatives of religious enlightenment. The one thing above all else that is insisted upon here is that the ordinary healthy boy naturally possesses a strong religious instinct, and that there is no way whereby to do justice to his whole nature and finally bring him out upon the high plane of existence for which destiny fitted him, other than to furnish him a full course of religious instruction and guidance during childhood and youth.

HELP FROM THE YOUNG MEN'S CHRISTIAN ASSOCIATION

We have now brought our ideal boy to the place where it is necessary to call in outside help in order to do the best by him. His adolescent nature is distinctively social. His training will go on, therefore, in proportion as we indulge this social nature. He must especially be thrown into the society of young people of his own age, with boy groups and mixed organizations. Thus far we have been assuming that the parent, probably the father, is the ideal director of the boy, although what has been suggested may quite as serviceably guide any other person or persons who assume the directorship of youth.

By the time the youth has reached his middle teens, it would seem that there is no other organization quite equal to the Young Men's Christian Association as an agency for shaping his life. The modern junior department of this excellent organization is well suited to take over the larger part of the religious training of the boy and ground him thoroughly in such habits as will awaken him permanently.

What we might well be reminded of here is the necessity of having a program of activities for the adolescent boy. He is now more than ever before interested in doing things in many ways and is instinctively fond of a plan, especially if he be invited to assist in making it. This is also especially the time for gradually letting out the reins of self-government to the youth. Therefore, go over the matter with him and sketch a plan for, say, one year's time in advance. Make it ideal. Presumably he is in school or college. Bring sharply to his attention the main issue in his life at this particular time, which is most probably the task of securing a good education. Then, draw your specifications to suit this chief purpose, showing that they are in reality a part of the higher intellectual course. On the program provide a careful division of the days, weeks, and months, so much time for study, industrial pursuits, social affairs, rest, sleep, recreation, and the like. True, the youth cannot live up to this high ideal, but, if he is at all interested, his effort will be actively stimulated in the direction of living after an organized plan.

MUCH ATTENTION TO ATHLETICS

The adolescent boy is especially sensible of his physical strength. Day after day his powers increase. His energies seem to be in excess and going to waste. Athletic stunts, feats of strength, and examples of mere brute power are his delight. So one of the best methods whereby to develop the Christian character of the youth is to bring him into the athletic groups. Again the Young Men's Christian Association will serve the purpose admirably. The contests, field meets, and physical training exercises are now considered quite as essential a part of the program as the Bible study and the Sunday service. Here we note the distinctive advantage of the modern association as

compared with the older practice of placing all the emphasis upon the strictly religious exercises. The latter method often defeated its own aim by driving the boy away from the organization.

Some parents are still slightly impatient with athletics, and well they might be with respect to some of the sports as conducted by irresponsible organizations. The control of athletics is all-important. If, for example, the baseball be of a professional sort and under the direction of those who are merely interested in sports and not in good morals, the associations around such a situation are likely to be more or less unwholesome, both morally and spiritually. But if the ball game be under the supervision of the Young Men's Christian Association, the parent should by all means arrange to have the youthful son attend and take an amateur part if possible. Such procedure will be found, not an interference with the boy's assigned work in the home, shop, or field, but rather a distinctive help. If he be given, say, all or a part of one afternoon per week for the athletic games, he may be expected to do more work in the five and a half days remaining than if he were held exclusively to the industrial assignment for the entire week. The clean athletics proves to be a splendid physical, mental, and moral tonic in one; and, if conducted along right lines, it also proves to be a part of a commendable religious-training program.

UNITING WITH A RELIGIOUS BODY

Of course there will come during the adolescent period the serious problem of the boy's formal connection with a religious organization. What shall he be urged to join, if anything? In attempting to answer this question, it is our desire to proceed with unusual caution and yet to insist on a wide liberality on the part of the boy's spiritual

adviser. In general, it will be found best to proceed in the same manner as if we were seeking to assist him in finding the most suitable vocation. In the latter case we would naturally consult his inner promptings and in the final choice depend upon his leadership. So with his religious affiliations. He will be of great service to the cause of good morals and good religion only in case that he becomes allied with a religious body whose work inspires him and appeals directly to his instinctive religious tastes and desires.

Now suppose you, the father of the adolescent boy, are a Baptist. Is it really necessary that your son become a member of the Baptist Church in order that his life be made the highest possible success? Or will you not rather accord him a wide freedom of choice in this matter? Supposing that you have taught him to live a clean life, to be honest and earnest in all of his endeavors, to work faithfully at his appointed place and to attempt to serve the interests of his home community, and finally to aim at all times at a higher degree of attainment,—after all this has been wrought into the boy's life, is it really for you to say what religious body he shall affiliate with? Are you not now willing that he become a Jew or a Gentile, a Catholic or a Protestant, in accordance with the divine promptings that must already be resident within his own good heart? And after all, are not all of these Christian bodies and the others merely a material agency whereby men strive and hope to realize the divinity in their natures? Is it not the spirit and the effective realizing of things spiritual in the life that should be sought, rather than the mere form of the latter? So we feel prompted to recommend that your son be allowed to choose his own religious affiliations, that you be thankful for this choice which comes out of the divinity of his own nature and give him

your coöperation and blessing in making the choice a wise and helpful one.

SOME RELIGIOUS WORK NECESSARY

It is most probable that in the choice of his religious work the boy will follow somewhat in the footsteps of his spiritual advisers. If his parents and other adult associates have been lifelong Protestants and have all the while inculcated Protestant ideals, it may be assumed that the youth will ally himself with some Protestant sect. In any case it will not be forgotten that he should have some active religious work to perform.

The Junior Young Men's Christian Association, the young people's societies in the church, and the Sunday school class will furnish many opportunities for individual service. It will be good for the boy if he be appointed to act as secretary, treasurer, chorister, class leader, or in some such capacity. Although he will naturally shrink from this service, a small amount of reasoning and insisting will usually beget the desired results. And then, there will be ample opportunity for committee service and team work. The distinctive function of the parent or trainer in relation to all of these minor religious appointments of the youth is to see that the assigned duties be performed with scrupulous care and commendable effectiveness. There is much loosely planned, slipshod, religious work being attempted. Such is demoralizing to youth. The better plan here is to have the appointed religious tasks performed in accordance with the strictest business method. Urge the youth to make everything of this sort attempted to count with a high point of credit to his career.

After the youth has been taken through a considerable routine of the minor boy's work in church society or Young Men's Christian Association, it will be well to provide

that he undertake to perform some work of a strictly charitable nature. Provide if practicable that he be placed on the committee for charity and mercy and that he go out on errands for which such appointment will call. There is so often a tendency among young people to make the religious organization too exclusively a means of serving their selfish purposes and social interests. Thus the best meaning of the church organization may be subverted and lost sight of. It should not be merely an institution for getting good, but a means of giving good as well. Every member needs to realize the necessity of paying back in true Christian service and sacrifice every ounce of good he receives. The spirit of laziness and the practice of loafing occasionally creeps into the Young Men's Christian Association. At the same time careful investigation will probably show that the particular organization allowing such practices is a mendicant order, not at all favorably thought of by many of the right-minded Christian business men of the community. Now, this entire situation is extremely serious and regrettable. The community has a right to demand that the Young Men's Christian Association perform its whole duty in the social uplift; that its members be lifters and not leaners; that if the balance sheet shows any difference at all, it will be on the side of what the members do and give rather than on the side of what they have done for them and take.

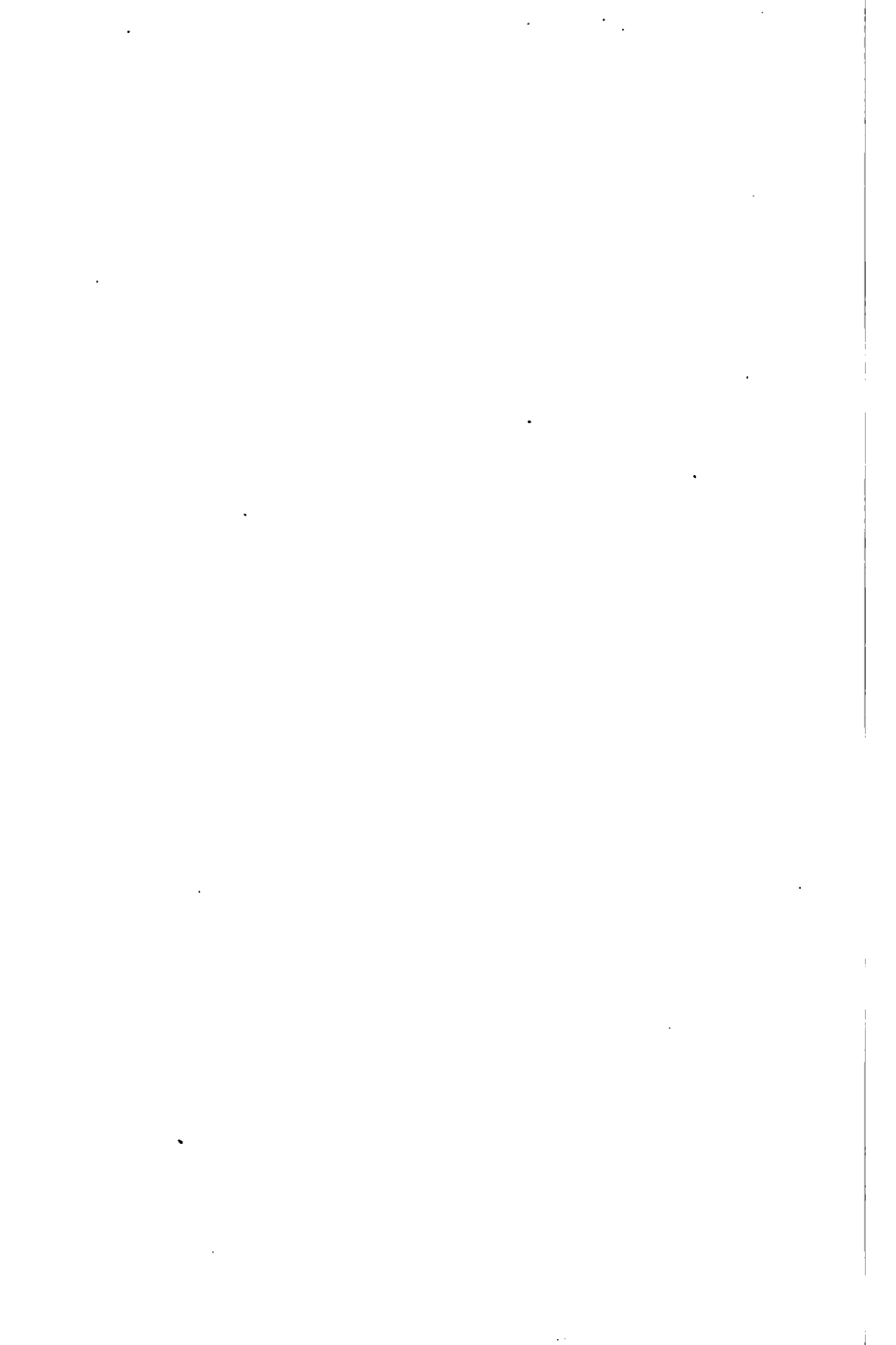
THE BOY SCOUT MOVEMENT HELPFUL

If rightly conducted, the boy scout movement fits nicely into the nature of the ordinary youth, it being especially suitable for boys ranging between the ages of thirteen and seventeen. The fundamental ideals of this movement are high and praiseworthy as set forth by Mr. Dan Beard, the founder of the organization. By it boys



PLATE XXXV.

FIG. 40. — Officers of the Toledo Newsboys' Association and their famous leader, John E. Gunkle.



are taught to be alert and attentive in respect to the needs of nature, to know how to offer first aid to the ill or wounded or drowning companion, to be faithful and trustworthy in the performance of an assigned duty, to be high-minded and conscientious in the service of God and their fellow man. In order to carry out the excellent purposes of the organization, much of the mock heroic is introduced into the life of the boys. Outdoor athletic activities; endurance cross-country runs; campings and outings that call the members as close to real nature as possible; mechanical work of the primitive sort, such as constructing crude camps, shelters, and rafts, is called for; and in many instances an assignment to some more practical duty, such as ministering unto the poor and the afflicted, — all these are among the excellent requirements of the boy scout movement, and they distinctively fit the wild young nature of the ordinary youth.

FURTHER RELIGIOUS APPOINTMENTS

If the boy is to unite willingly with some helpful Christian body, he is entitled to the best available equipment. For example, a well-printed, well-bound Bible with a concordance and maps, also separate maps and charts, and other devices for Sunday school work; likewise, a provision that he shall do his part by way of meeting the assessments and contributions to the financial support of the organization, — these will prove helpful means for making his attachment to the church body a close one.

Now, we return for a moment to be reminded that the instinct of the youth has first of all a social trend. It is well, therefore, to provide for a reasonable number of social gatherings of those affiliated with him in the church society and Sunday school. A party in the home in which the program is practically all one of fun and merriment,

and the picnic outing with opportunities for play and the wholesome luncheon, will not be omitted from the complete religious-training schedule.

There is also a strong element of inspiration to be derived from the service as delegate to a distant religious convention. For example, the Young Men's Christian Association has a state assembly or encampment at a distant place. Send the boy as a delegate, if practicable, for he will thus receive much inspiration and numerous suggestions for the months to come and will thus be made more strongly devoted to his religious work as well as more resourceful in his performance of it.

MIXING RELIGION AND BUSINESS

Modern constructive religion is of the sort that applies to everyday living. It will be a distinctive step forward for the youth if he be made to understand that any honest business may be conducted successfully and yet made entirely consistent with the best religious requirements. There are still a few examples of divorcement between religion and business, but they are slowly disappearing. The boy may well be imbued with the thought that business honesty and religious honesty are one and the same thing in principle, and that his vocational life may be made a most successful and prosperous one though at the same time it be conducted strictly in accordance with the requirements of sane Christian doctrines.

CONSTRUCTIVE CHRISTIAN LEADERSHIP

Finally, we may be reminded that the well-rounded Christian man is more than one who merely conducts his business honestly and honorably and who attends to the routine requirements of his church or any other religious body of which he chances to be a member. The well-

balanced religious character in a sense belongs to the whole community in which he lives. Much of his best thought and energies are devoted to the public welfare. For example, it is a part of the good religious life that a man take an interest in the politics of his community and country, that he inform himself as to the issues of the day and exercises wisely the franchise on all appointed occasions.

A further attitude of the constructive Christian character is to take a genuine interest in such institutions as the public school. He must be willing to devote some time and thought to the interests of the children. He may be called to serve on the school board, to act on a committee appointed to repair the buildings and clean up the grounds, or in any other such public capacity. Good, modern Christianity also expresses itself through the manner of keeping and caring for the material things about one's home. It is good Christian work to attend sympathetically to the care of live stock, to keep the roads and street crossings in order, to clean out weed patches, and to fill in bogmires about one's home place. In short, the life of the Christian man shines forth in a multitude of little ways and in all that his interests touch.

More emphatically will the Christian man be called upon to enter the ranks of those who combat such soul-poisoning institutions as the saloon and the brothel. The old way of dealing with these plague spots of humanity was to segregate them, but the new way is to oppose them with fire and force, if need be, and to purge the community of their very presence. Now, the father who is seriously concerned about an efficient religious life for this youthful son will not hesitate to place the son in a position to fight for social purity. The latter will be taught not merely to argue against such baneful institutions as saloons, but he will be initiated into the ranks of those

who are voluntarily engaged in overcoming the evil agency. The right-minded young Christian man will learn to accept places on committees, to take part in working for a clean election, to engage in every honorable way in an effort to oust from office any disreputable character, and the like. The crying need of the times is not that this last-named form of constructive Christian work be undertaken more wisely than it is, but rather that a larger percentage of the so-called Christian men of any community may take active part in the reform movements.

Too frequently the saloon, the house of ill fame, and the robber's den flourish in a community simply on account of the weakness and inefficiency on the part of a large number of so-called Christian people. Now this thing need not be. But if a successful reformation is ever to be attempted, such an important thing will come about only as the result of training youths early through actual participation in every form of public Christian service for which their home community calls.

There is scarcely anything in the world more beautiful than a well-rounded, well-poised Christian man. The cleanness and purity of his secret thought, the wholesomeness and inspiration of his daily association among men, the loftiness and the whole-souled integrity of his life purpose, all make his name one to conjure by, while the influence of his whole career tends to lay hold on the lives of many other good men and lead them on to a higher spiritual destiny.

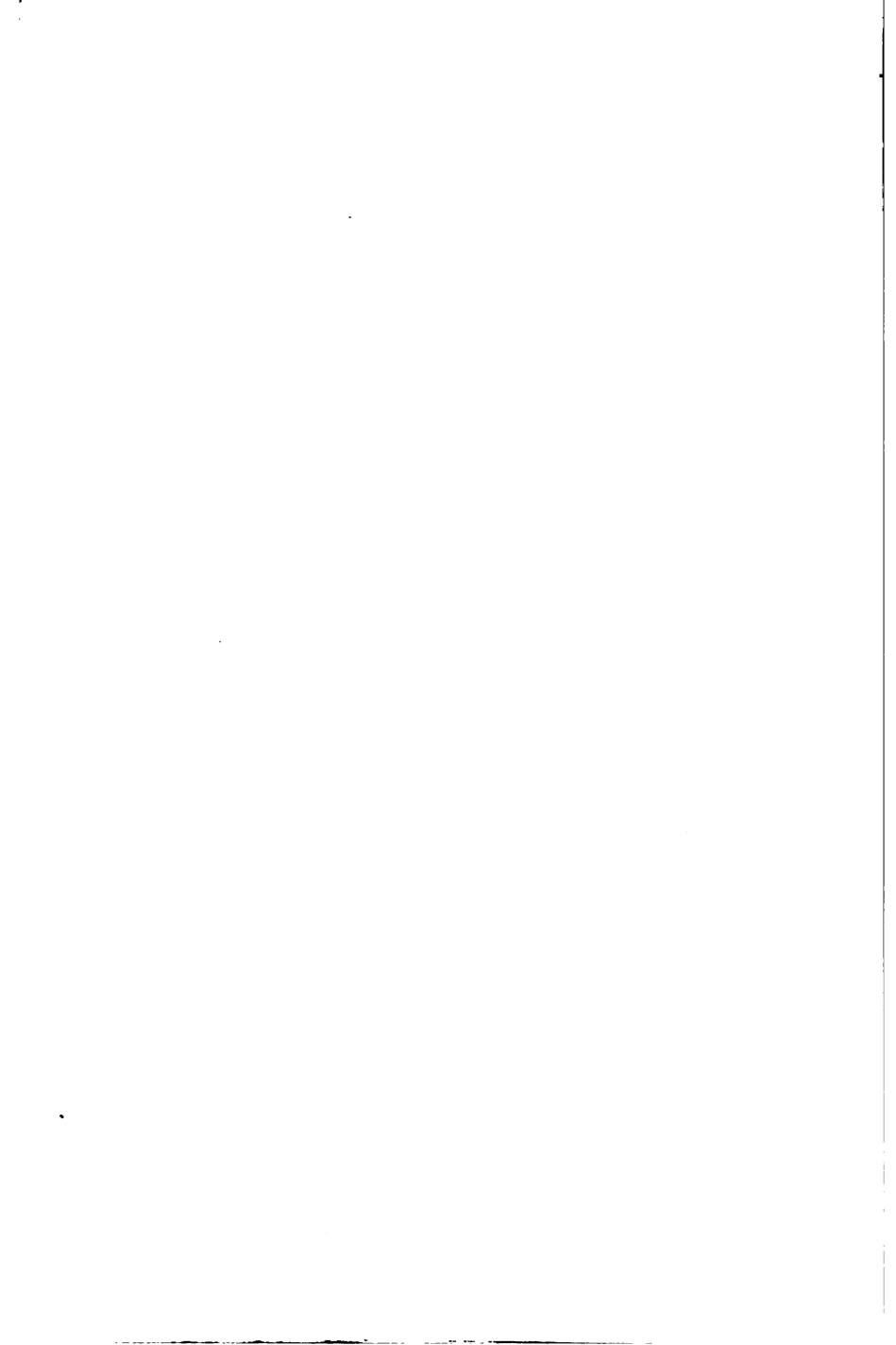
LITERATURE ON THE RELIGIOUS LIFE

The Religious Training of Children. George Hodges. 327 pp. D. Appleton & Co., N.Y.

Twentieth-Century Quarterly. Vol. 2, No. 4. International Reform Bureau, Washington, D.C.

The Modern Man and the Church. John F. Dobbs. 230 pp. Fleming H. Revell Co., N.Y.

- The Coming Religion. Charles F. Dole. 200 pp. Chapter VIII, "The Good Life is Natural." Small, Maynard & Co., Boston.
- Social Aspects of Education. Irving King. 430 pp. Chapter XXXI, "Religious Education in the Home." The Macmillan Co., N.Y.
- Moral Education. Edward Howard Griggs. 350 pp. Chapter XXV, "The Relation of Moral to Religious Education." B. W. Heubsch, N.Y.
- The Durable Satisfaction of Life. Charles W. Eliot. 200 pp. Lecture, "The Religion of the Future." Thomas G. Oswald, N.Y.
- Health and the Inner Life. Horatio W. Dresser. 256 pp. Chapter VI, "The Omnipresent Wisdom." G. P. Putnam's Sons, N.Y.
- Life as Reality. Arthur S. Dewing. 214 pp. Longmans, Green & Co., N.Y.
- The Spirit of Social Work. Edward T. Devine. 231 pp. The Survey Associates, Inc., N.Y.
- Religion and Social Action. Graham Taylor. *The Survey*, Vol. XVIII, No. 5.
- The Religion Worth Having. Thomas N. Carver. 140 pp. Houghton Mifflin Co., N.Y.
- The Social Task of Christianity. S. Z. Batton, D.D. 234 pp. Fleming H. Revell Co., N.Y.
- Up through Childhood. George H. Hubbell, Ph.D. 12mo. G. P. Putnam's Sons, N.Y.
- Suggestions for the Spiritual Life. George L. Raywood. 337 pp. Funk and Wagnalls Co., N.Y.



INDEX

A

Addams, Jane, quoted, 198.
 Adolescence, changes of, 134.
 Alcohol, and baseball, 192.
 Altruism, rules for teaching, 314-315; a dual standard hurtful, 316; further methods, 327.
 American Correspondence School, of Chicago, 267.
American Medical Journal, quoted from, 198.
 Artisans, to be cultured, 225.

B

Bad company, and delivery wagons, 42; at hotels, 45.
 Baseball, professionalism to be avoided, 91.
 Bern, Dr. Schuyler L., 194.
 Bloodthirstiness, natural, 116.
 Bloomfield, Dr. Meyer, 255.
 Books, for children, how to secure, 129; how to use, 130; selection of, for office boy, 47.
 Boston Mechanic Arts High School, 257.

C

Century Magazine, 189.
 Chicago Vice Commission, report of, 140; quoted, 197, 211.
 Chicken raising, plans for, 34.
 Child labor, more states forbid, 26.
 Child training, large sums expended for, 3.
 Children, call out religion in their elders, 361.
 Children's hour, meaning of, 128.
 Cigarettes, newsboys often smoke, 38; test of 2500 users, 70; large amount used, 163; law of Kansas, 165.

Cincinnati, University of, 266.
 Clarke, Dr. Edwin C., 164.
 Coca cola, condemned, 158.
 College, and the spoiled boy, 161.
 Commerce and Labor, U. S. Dept. of, 194.
 Council of churches, fighting sex evil, 198.
 Crafts, Dr. and Mrs. Wilbur F., 190.
 Criminals, not natural born, 300.
 Crothers, Dr. T. D., quoted, 193.

D

Dabney, Dr. Charles W., 265.
 Dancing, of questionable merit, 139.
 Dawson, Hon. John S., quoted, 187.
 Dewey, Dr. John, 204.
 Diet, carefulness about, 7.
 Douglas Commission, report of, 56.
 Drug clerking, not good for boys, 50.
 Drunkenness, and the boy messenger, 44; those who suffer from, 311.

E

Earning money, boys work for, 33; teaching how to, 68; and saving, 236.
 Eating, too much and character, 154; parental ignorance about, 155.
 Eliot, Charles W., on tobacco, 163.
 Envy and jealousy, to be avoided, 132.

F

Farm life, for town boy, 118.
 Fatigue, and caffeine, 158.
 Fighting, may be tolerated at first, 152.
 Folk dance, commended, 138.

G

- Gambling, at the fair, 120.
 Gang, and sociability, 294.
 Garden plot, size of, 31.
 Gary, Indiana, model schools of, 21.
 Georgia, child wage earners in, 54.
 Government, cost of, to be learned, 296; not organized selfishness, 299.
 Graduates, incomes of, 261.
 Grand Rapids, Michigan, school and work plan, 60.
 Guarantee, form of, for boy, 40.
 Gunckel, John E., of Toledo, 109.

H

- "Habit-forming Agencies," National bulletin on, 8.
 Hall, Dr. W. S., and sex instruction, 206.
 Home industry, the right idea of, 22; too much, 26.
 Home tasks, for boy of 7 years, 16, 23; schedule of hours for, 29.
 Homes, broken, and delinquency, 336; to be linked with the school, 298.
 Howard, Dr. Wm. Lee, quoted, 197.
 Hubbard, Luther P., 171.

I

- Ideals, awakened by psychology, 160.
 Insanity, a bar to marriage, 339.
 International Correspondence Schools, of Scranton, 267.
 International Reform Bureau, 190.
 International Typographical Union, 267.

J

- Japan, and juvenile smokers, 165.
 Justice, learning the first lessons about, 297.
Juvenile Instructor, quoted from, 170.

K

- Kansas Agricultural College, and smokers, 71.
 Kansas, anti-cigarette law of, 165; prohibitory law of, 188; "Blue-sky" law of, 278.
 Keeley cure, for drink habit, 184.
 Kindergarten, distinctive service of, 13.
 Kress, Dr. D. H., quoted, 170.

L

- Lake Side Press, apprentice school, 265.
 Language teaching, and sociability, 126.
 Leavitt, Frank M., 257.
 Life work, ample time for choosing, 232; inner craving for, 233; some choose late, 235.
 Love, a blind instinct at first, 334.
 Lyttleton, Hon. H., quoted, 198.

M

- Mack, Connie, baseball manager, 192.
 Magazine reading, and the boy, 304.
Manual Training Magazine, quoted, 58.
 Marriage, late decisions, 335; and the desire to shine, 341; suggestions for, 286.
 Massachusetts, and child labor, 56.
McClure's Magazine, 198.
 McComb, Illinois and baseball, 102.
 Meylan, Dr., 164.
 Michigan Normal School, forbids secret societies, 67.
 Model home, description of, 322.
 Montessori, Madam Maria, 9.
 Motion pictures, censorship of, 107; should be in the school, 108.
 "Mr.," a good title, 331.

N

- N. E. A., report of, 157, 251.
 National Hygiene League, and tobacco, 163.

Neill, Charles P., U. S. Commissioner of Labor, 54.
 Newsboys, building at Toledo, 110.
 Newsboy, not very desirable, 37.
 Newspapers, to be read by the boy, 305.

O

Obedience, necessity of early training in, 6.
 Oklahoma A. and M. College, forbids secret societies, 67.

P

Paroni, Dr. Romilda, 198.
 Parsons, Dr. Frank, 60.
 Pennsylvania, child wage earners in, 54.
 Play, materials for house, 77.
 Play director, character of, 96; peculiar function of, 312.
 Playground, 140.
 Playground and Recreation, Association of America, 141.
 Pledge, against use of tobacco, 167.
 Policeman, college graduate may become, 295.
 Politics, for boy training, 302; the newspaper a textbook of, 303.
 Postal savings banks, 242.
 Psychology, as help to child study, 94.
 Punishment, may be used, 149.

Q

Quarreling, natural for boys, 325.

R

Religion, and the whole man, 349; not to be forced, 350; dawns with adolescence, 351; freedom of choosing, 356.
 Rhode Island, child wage earners in, 54.
 Rhythm, the beginning of obedience and recreation, 98.
 Roommate, good and bad traits in, 69.

S

Saloon, and inactive religion, 362.
 Santa Fe Ry. Co. trade school, 264.

School, parents to cooperate with, 19; the new course, 20.
 School industry, practical use of, 58.

Scientific Temperance Journal, illustrated from, 175, 191.

Secret societies, few in West, 66; forbidden at some colleges, 67.
 Self-help, allow for, 150.

Silliness, to be tolerated, 135.

Sisters, a help to brothers, 332.

Snobbery, to be avoided, 84; danger of, in fraternities, 67.

Sociability as aspect of play, 87.

Social diseases, a bar to marriage, 338; and parenthood, 345.

Social sensitiveness, value of, 48.

Social sympathy, how acquired, 309, 310; to be taught carefully, 313.

Society, two theories of, 292; and social sympathy, 309; neglected classes of, 318.

"Soft Drinks," condemned, 156.

South Carolina, child wage earners in, 54.

Statesman, a new type of, 291.

Stimulus and opportunity, necessity of, 217.

Stork fable, not bad, 205.

Storrow, Mrs. James J., quoted, 141-142.

Sunday School, prepares for conversion, 352, 359.

Sweat shops, often in the home, 51.

T

Tapering off, failure of, 184.

Temptations, how to avoid, 49.

Theater, bad effects on boys, 106.

Thoughts, as life forces, 114.

Tobacco, annual cost of, 163; hurtful to boys, 164; reward boy for nonuse of, 168; and sex, 203.

Tobacco store, not suited to boys, 50.

Towns, Dr. Chas. B., on tobacco and liquor, 189.

V

Vocational Education, 257.

W

W. C. T. U., and commended, 187.
 Wiley, Dr. H. W., and "Soft Drinks," 156; and the drug habit, 192.
 Will power, and muscle, 148; and "sissie-minded," 152.
 Wilson, Calvin Dill, quoted, 261.
 Wisconsin, University of, 268.
 Withinburg College, forbids secret societies, 67.
 Womanhood, to be deferred to, 329 *f.*

Worcester, Wade school for boys, 262.
 Work, cultural value of, 35; the necessity of, learned early, 292.
 "World Book of Temperance," 190.

Y

Y. M. C. A., a helpful employment agency, 60; as a lodging house manager, 65; and professionalism, 101; vocational help from, 248, 252; to shape the young life, 353; demands upon, 358.

THE following pages contain advertisements of books by the same author or on kindred subjects.

The Sexual Life of the Child

BY DR. ALBERT MOLL

Translated from the German by DR. EDEN PAUL. With an Introduction by
EDWARD L. THORNDIKE, Professor of Educational Psychology,
Teachers College, Columbia University

Cloth, 12mo, \$1.75 net; postpaid \$1.89

The translation of this book will be welcomed by men and women from many different professions, but alike in the need of preparation to guide the sex-life of boys and girls and to meet emergencies caused by its corruption by weakness within or attack from without. The clergymen who are in real touch with the lives of their charges and who have often to minister to a mind whose distress depends on an unfortunate sex history; conscientious and observant teachers who realize that they cannot do justice to even the purely intellectual needs of pupils without understanding the natural history of the child's instinctive impulses; the social worker who seeks a surer equipment for the wise direction of the life of sex in childhood; the conscientious practitioner of medicine, who is eager to add to his knowledge of sex-instinct and its pathology, — to all these Dr. Moll's book may prove the means of answering many troublesome questions and of promoting to a wiser coöperation with church, school, and the medical profession in safe-guarding their own — and, we may hope, all other — children against blunders and contaminations.

"A masterful study of the life of the child, and can but shed light upon phases of his life other than those which are directly sexual." — *Journal of Education*.

"The treatment of the entire subject is such as to commend it to an enlightened public." — *Educational Review*.

THE MACMILLAN COMPANY

Publishers

64-66 Fifth Avenue

New York

The Care of the Body

BY PROF. R. S. WOODWORTH

Cloth, 12mo, \$ 1.50 net; postpaid \$ 1.63

The blood, the circulation, breathing, food, digestion, wastes and their removal, diet, bodily heat, the work of the body, the ear, the eye, nerve and brain, work, rest and recreation, indulgences, the cycle of life and disease are among the different topics which the author takes up. The author believes that the reading and discussion of these facts will thoroughly familiarize the reader with the use of food, air, and water in the development and maintenance of the body. It will also impress the fact that health and strength are not due to good luck, but to the wise use of these common things.

Of Kindred Interest

The Wonderful House that Jack Has

**A Supplementary Reader in Physiology and Hygiene for
Use in School and Home.**

BY COLUMBUS N. MILLARD

Supervisor of Grammar Grades, Buffalo Public Schools.

Decorated cloth, 12mo, \$.50 net

This book is intended for supplementary reading in a most important field; physiology and hygiene. Its purpose is not to teach facts or names, but to influence the early formation of good health habits. Few technical terms or physiological phenomena are mentioned unless they are essential to an understanding of the proper building and care of the body.

The Building and Care of the Body

By COLUMBUS N. MILLARD

Cloth, 12mo, illustrated. \$.40 net

This text-book in physiology and hygiene for intermediate grades aims throughout to lead children to form habits that will result in the development and the preservation of strong, healthy bodies. The fact that bodily weakness is attended by discomfort and handicap, and that vigorous health results in improved appearance, more enjoyment, higher efficiency, and greater usefulness, is strongly emphasized. That each individual child is largely responsible for the health and efficiency he will enjoy in manhood, is also forcefully presented.

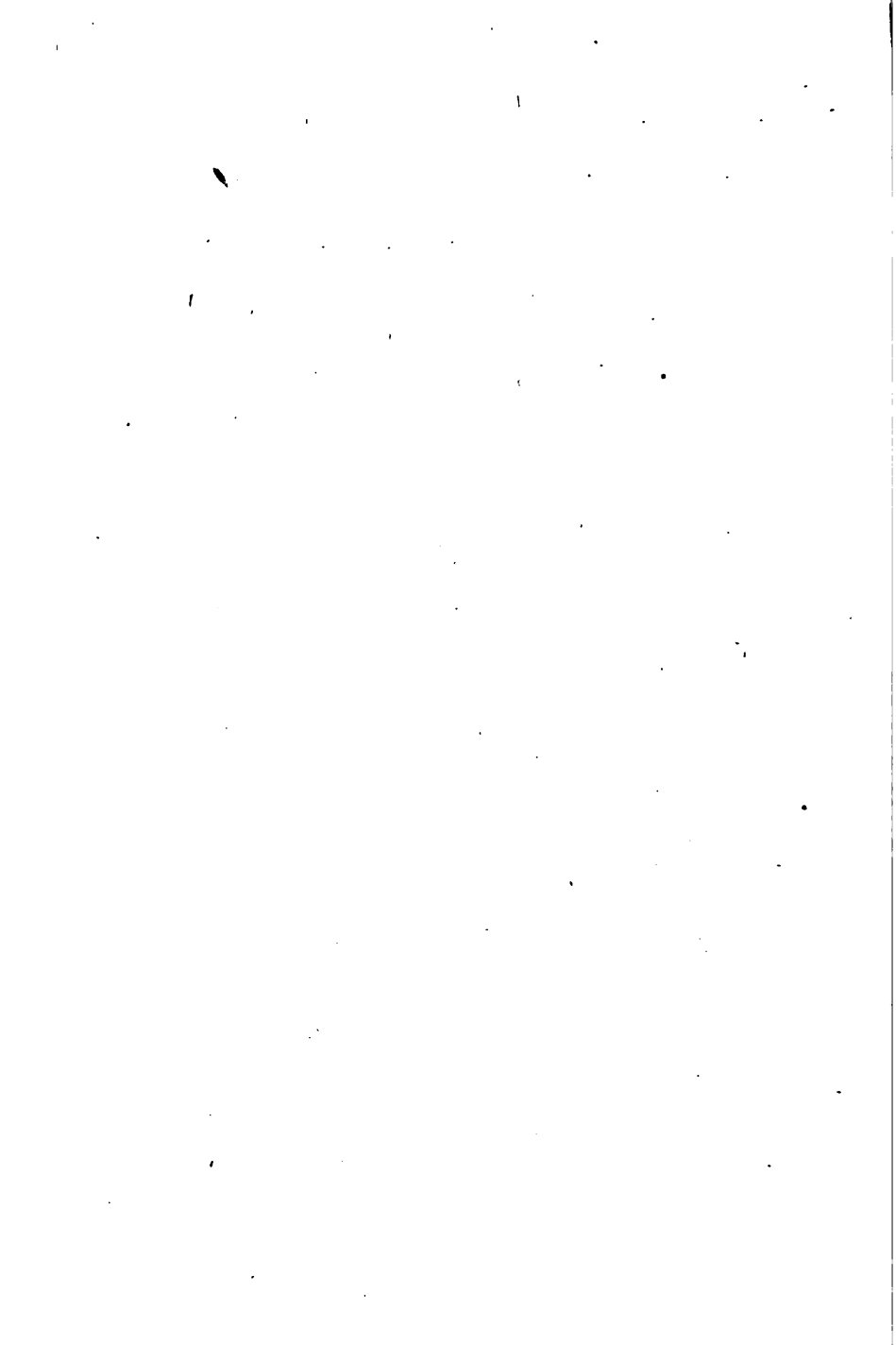
THE MACMILLAN COMPANY

Publishers

64-66 Fifth Avenue

New York







DATE DUE

DEMCO, INC

